DOCUMENT RESUME

ED 036 676 AA 000 514

TITLE	Occupational Training for Disadvantaged Adults. Current Information Sources, 29.
INSTITUTION	Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
PUB DATE	Apr 70
NOTE	109p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.55
DESCRIPTORS	*Annotated Bibliographies, *Disadvantaged Groups, Enlisted Men, Federal Programs, Information Sources, Instructional Materials, *Job Training, Low Ability Students, *Manpower Development, Manuals, Program Evaluation, Student Characteristics, Student Problems, Subprofessionals, Teaching Guides, Youth

ABSTRACT

This annotated bibliography contains about 260 entries on various aspects and areas of occupational training for disadvantaged adults. Bibliographies and information sources are listed first. These are followed by sections on problems of the disadvantaged, Federal programs, and national policies; job training and skills programs (including some program descriptions); paraprofessional and New Careers programs; trainee characteristics (demographic, psychological, motivational, social) and their influence on training; instructional materials, guides, and teachers' manuals; and evaluation studies of various types, including followup, prediction of success, and cost effectiveness. (ly)

AA 000514

Occupational Training for Disadvantaged Adults

Current Information Sources, No. 29

April 1970

ERIC Clearinghouse on Adult Education

ED 036 676

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE | SYRACUSE, NEW YORK 13210

SPONSORED BY SYRACUSE UNIVERSITY AND THE EDUCATIONAL RESOURCES INFORMATION CENTER OF THE U. S. OFFICE OF EDUCATION

Roger DeCrow, Director / Stanley Grabowski, Assistant Director

This publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

OCCUPATIONAL TRAINING FOR DISADVANTAGED ADULTS, CIS-29

ABSTRACT

This annotated bibliography contains about 260 entries on various aspects and areas of occupational training for disadvantaged adults. Bibliographies and information sources are listed first. These are followed by sections on problems of the disadvantaged, Federal programs, and national policies; job training and skills programs (including some program descriptions); paraprofessional and New Careers programs; trainee characteristics (demographic, psychological, motivational, social) and their influence on training; instructional materials, guides, and teachers' manuals; and evaluation studies of various types, including followup, prediction of success and cost effectiveness.

April 1970

INTRODUCTION

This annotated bibliography covers documents on occupational training for disadvantaged adults flowing through the ERIC Clearinghouse on adult Education (ERIC/AE) during the past 18 months. Many have been announced in Research in Education or in Current Index to Journals in Education, the best sources for keeping up with current literature in this field. These two abstract journals are now widely available in education libraries, universities, and school systems. Both of these catalogs should be scanned regularly to be informed of the latest literature on this subject.

RESEARCH IN EDUCATION
Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402
($21.00 a year domestic; $26.25 outside the U.S.)

CURRENT INDEX TO JOURNALS IN EDUCATION
CCM Information Corporation
909 Third Avenue
New York, New York 10022
($34.00 for 12 monthly issues)

We have sorted the entries very roughly into broad categories, but, since some documents relate to several categories, we recommend a quick scanning of the entire list.

Most entries related to occupational training for disadvantaged adults which appeared through the January 1970 issues of Research in Education and Current Index to Journals in Education have been assembled in this publication.

Availability of documents. Many items come from standard journals, commercial publishers, or are available from their original sources. Many others, those with "ED" numbers, are available from the ERIC Document Reproduction Service in microfiche or printed copies. Please read carefully the note on availability and instructions for ordering from EDRS on page 102.

Joint Publication: We are grateful to the Adult Education Association, and the American Society for Training and Development for their cooperation in making this publication more easily available.

Your help needed. Be sure to send two copies of reports and other materials you or your agency produce (whether published or not) for input into the ERIC system. Send them to:

ERIC Clearinghouse on Adult Education
107 Roney Lane
Syracuse, New York 13210

OCCUPATIONAL TRAINING FOR DISADVANTAGED ADULTS

CONTENTS

Page

I. INFORMATION SOURCES; BIBLIOGRAPHIES 1

II. PROBLEMS: FEDERAL PROGRAMS: NATIONAL POLICIES
Analyses of problems of disadvantaged; historical reviews; assessments of alternative solutions; overview reports; national policies and priorities

A. Reports of Federal Agencies and Commissions 4

B. Other Sources 16

III. JOB TRAINING AND SKILLS PROGRAMS
Experience in programs in various subjects or skill areas for various groups in business, labor, school and commercial settings; relation of basic or general education to vocational and on-the-job programs. 25

IV. PARAPROFESSIONAL AND NEW CAREERS PROGRAMS 42

V. TRAINEE CHARACTERISTICS
Demographic, psychological, motivational, social characteristics and their influence on training

A. General 52

B. Youth 63

C Low Aptitude Military 75

VI. INSTRUCTIONAL MATERIALS; GUIDES; TEACHER MANUALS 81

VII. EVALUATION

A. Followup Studies; Prediction of Success; General Assessments 86

B. Cost and Cost-Benefit Studies 94

I. INFORMATION SOURCES; BIBLIOGRAPHIES

RESEARCH IN EDUCATION. United States Office of Education, Washington, D.C. Educational Resources Information Center. Monthly. Available from the United States Government Printing Office, Washington, D.C. 20402; yearly subscription: domestic $21.00; foreign $5.25 additional. Single copy: domestic $1.75. Indexes are available at extra cost.

A monthly abstract journal announces recently completed research and research-related reports and current research projects in the field of education. It is made up of resumes and indexes; the resumes highlight the significance of each document and are numbered sequentially; the indexes cite the contents by subject, author or investigator, institution, and accession numbers. There are semi-annual and annual indexes.

CURRENT INDEX TO JOURNALS IN EDUCATION. United States Office of Education, Washington, D. C. Educational Resources Information Center. Monthly. Available from CCM Information Corp., 909 Third Avenue, New York, New York 10022; subscription rate: U.S. $34.00 a year, single copy $3.50; semiannual cumulative index $12.50; annual cumulative index $24.50. Foreign subscriptions have postage added.

This monthly index covers over 250 journals in the field of education and, in addition, important articles in periodicals outside the scope of education-oriented literature. It is a companion piece to Research in Education and is indexed with the same subject descriptors, taken from the Thesaurus of ERIC Descriptors. It includes a listing of descriptor groups, a classified main entry section with citations and descriptors, a subject index and an author index. Semiannual and annual cumulations of the subject and author indexes are available.

MANPOWER RESEARCH. United States Office of Education, Washington, D.C., Educational Resources Information Center. Annually. Available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. Prices vary: 1966-67 is $2.75; 1968 is $1.75.

This annual publication of the ERIC system presents and indexes resumes prepared by the Clearinghouse on Vocational and Technical Education, under the sponsorship of the Government's Interagency Committee on Manpower Research. A single volume covers each fiscal year.

ARM
Abstracts of Research and Related Material in Vocational and Technical Education (ARM) includes many documents relevant to adult vocational education. Format is similar to Research in Education and many documents may be obtained in microfiche and hard copy reproductions. Quarterly. Publications Clerk, Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212. $9.00 per year

AIM
Abstracts of Instructional Materials in Vocational and Technical Education (AIM) includes many items suited to adult education use. Many documents are available in microfiche and hardcopy reproductions. Quarterly. Publications Clerk, Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212. $9.00 per year.

PHRA: POVERTY AND HUMAN RESOURCES ABSTRACTS. January-February 1966. Published bimonthly by the Institute of Labor and Industrial Relations, The University of Michigan--Wayne State University, Ann Arbor, Michigan 48106. Editorial Office: The University of Michigan, P.O.Box 1567, Ann Arbor, Michigan 48106. Annual subscription $40.00; single issues $7.50.

The abstracts in this journal are grouped under the broad headings of poverty and manpower; after each section there is a list of related citations. Each issue includes "Trend" notes and "Washington Notes"; there is an index.

TECHNICAL ASSISTANCE BULLETIN. Educational Systems Corp., Suite 502, 1717 Massachusetts Avenue, N.W., Washington, D. C. Monthly.

A monthly bulletin for the exchange of information and ideas among migrant and seasonal farm worker programs published under a grant from the United States Office of Economic Opportunity. Representative topics discussed include: the adult learner, audiovisual aids, consumer education, high school equivalency programs; housing, child care, and job training and development.

ERIC CATALOG OF SELECTED DOCUMENTS ON THE DISADVANTAGED, NUMBER AND AUTHOR INDEX (OE-37001) $0.65

ERIC CATALOG OF SELECTED DOCUMENTS ON THE DISADVANTAGED, SUBJECT INDEX (OE-37002) $3.00.

Collection of 1,740 documents dealing with the special education needs of the disadvantaged. The number and author index contains a sequential listing of each document by document number and an alphabetical listing of personal authors. The companion volume contains a word list compiled from the index terms used to index the 1,740 documents.

POVERTY, AN ANNOTATED BIBLIOGRAPHY AND REFERENCES. Paltiel, Freda L. Available from the Canadian Welfare Council, Ottawa. 148p. 1966.

This volume is planned as the first of a series of source books for legislators, administrators, students, and researchers, summarizing information on current and recent literature, as well as on action projects relevant to an understanding of the nature, dimensions, and distribution of poverty in Canada. Part 1 is an annotated bibliography under 17 topics, featuring studies made in Canada mainly since 1959. Source materials for this part included periodicals, pamphlets, books, unpublished working papers, and speeches given at conferences during 1964 and 1965, and symposium and research reports. Part 2 is an inventory of research and action programs by social and welfare planning councils in Canada, based on a June 1965 questionnaire. Part 3 is a list of Canadian periodicals and journals in the fields of health, welfare, and the social and behavioral sciences. The series is planned as a continuing project with semiannual supplements.

II. PROBLEMS; FEDERAL PROGRAMS; NATIONAL POLICIES

Analyses of problems of disadvantaged; historical reviews; assessments of alternative solutions; overview reports; national policies and priorities

A. Reports of Federal Agencies and Commissions

MANPOWER REPORT OF THE PRESIDENT, INCLUDING A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING. STATISTICS ON MANPOWER. A SUPPLEMENT TO THE MANPOWER REPORT OF THE PRESIDENT (March 1961). United States Department of Labor, Washington, D.C. EDRS Order Number ED 032 392, price MF $1.50, HC available from United States Government Printing Office, Order No. L1.42/2-2:969, $1.00; L.1.42/2:969, $2.00. 372p. January 1969.

The seventh annual manpower report is presented in three parts: The Employment Record, Manpower Policy and Programs, and Manpower Research and Experimentation. Discussion of the employment record addresses employment developments and their economic background, patterns of employment growth, unemployment and underemployment, developments in the labor force, and productivity. Sub-divisions of the section on manpower policies and programs include manpower development through the schools, enlisting private industry cooperation, and meeting individual needs. The focus of manpower research was on manpower requirements and resources, joblessness, occupational training, job market processes, and equal employment opportunity. Experimental and demonstration programs are discussed relative to program accomplishments, impact on legislation, and inter-agency cooperation. A cost-effectiveness analysis of the manpower programs, an evaluation of manpower programs, and statistical tables on the labor force, employment, unemployment, and training are appended.

MANPOWER REPORT OF THE PRESIDENT, INCLUDING A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING. United States Department of Labor, Washington, D. C., Manpower Administration. Available from United States Government Printing Office, Order No. GPO 0-286-893, $2.25. 334p. April 1968.

New perspectives on manpower problems and measures (including subemployment, income maintenance, and the development of manpower indicators), psychological and socioeconomic barriers to employment of the disadvantaged, preparation of youth for the world of work, geographic factors in employment and manpower development, trends in employment and unemployment during 1967, and new developments in manpower programs (intensive community and area efforts, enlistment of private industry cooperation, meeting of individual needs), are reviewed and discussed in this 1968 report to Congress. An assessment is made of national progress in securing full and equal opportunity for meaningful jobs and satisfying employment conditions.

MANPOWER REPORT OF THE PRESIDENT AND A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING BY THE UNITED STATES DEPARTMENT OF LABOR, TRANSMITTED TO THE CONGRESS, APRIL 1967. United States Department of Labor, Manpower Administration. Available from United States Government Printing Office, Washington, D. C. 20402, Order No. 0-242-920, price $1.50. 285p. April 1967.

The fifth report to Congress has three major parts. Part one, a Review of Manpower Developments in 1966, includes a chapter on trends in employment, which describes achievements in continued employment growth but only moderate success in reducing stubbornly high rates of unemployment among nonwhites, youth, and other groups with special problems. There is also a chapter on innovation in manpower programs. Part two, a discussion of unused manpower, has chapters on joblessness and poverty in urban slums, underemployment and poverty in rural areas, and unemployment and underutilization of manpower. Part three, a discussion of occupational shortages and training needs, has chapters on skill shortages and occupational training and professional and supporting personnel.

MANPOWER REPORT OF THE PRESIDENT AND A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING BY THE UNITED STATES DEPARTMENT OF LABOR, TRANSMITTED TO THE CONGRESS, MARCH 1966. United States Department of Labor. Manpower Administration. Available from United States Government Printing Office, Order No. 0-215-432, price $1.50. 229p. March 1966.

This fourth annual report to Congress describes the increased employment and earnings for the American worker in 1965 and the first combined effects of the new manpower, education, and poverty programs. In a section on the manpower outlook, the labor force growth and projections of manpower requirements in 1970 are discussed. There is a section on the hidden costs of unemployment and one on unused manpower resources and their development. A section on young workers includes descriptions of youth programs and provisions for education. In a section on farmworkers, manpower requirements, farm incomes, wage rates, farm population trends, the work force, reduction in employment of foreign workers, and new resources for training and job and community development are discussed.

MANPOWER REPORT OF THE PRESIDENT AND A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING BY THE UNITED STATES DEPARTMENT OF LABOR, TRANSMITTED TO THE CONGRESS, MARCH 1964. United States Department of Labor, Manpower Administration. Available from United States Government Printing Office, Order No. 0-727-663, price $1.50.

This second report to Congress first reviews the most important current developments and major continuing problems in employment and unemployment and in the forces shaping the country's manpower situation. In the second part, several areas of major concern are considered in separate chapters--technological change, work preparation, rural workers, negro workers, workers of other disadvantaged minorities, younger workers, and older workers. The report concludes with a discussion of the impact of government expenditures and employment on manpower requirements -- the first effort at an overall assessment of the manpower implications of government programs.

VOCATIONAL TRAINING, EMPLOYMENT AND UNEMPLOYMENT. PART ONE -- NATIONAL TRENDS; PART TWO -- PROFILES OF THE STATES. United States Office of Education, Washington, D. C. Office of Programs for the Disadvantaged. EDRS Order No. ED 029 112, price, $0.75, HC $8.10. 160p. January 1969.

The purpose of this study is to present problems of unemployed youth in the context of changing manpower needs, labor force projections, and federally sponsored skill training programs, intended as a guide for administrators with job training responsibilities in the planning of vocational programs. Part I, dealing with National Trends, presents an analysis of unemployment and employment trends, and manpower requirements in the 1970's. Data on federally sponsored vocational training programs, and tables describing projected manpower needs are included. Part II, Profiles of the States, explores the relationship between net migration, labor force projections, unemployment, and federally sponsored training programs.

STUDY OF THE UNITED STATES OFFICE OF EDUCATION, REPORT OF THE SPECIAL SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, EIGHTY-NINTH CONGRESS, SECOND SESSION. Perkins, Carl D., Chairman, United States Congress, Committee on Education and Labor. Available from United States Government Printing Office, price $2.25. 777p 1967

The Special Subcommittee on Education of the House Education and Labor Committee based its study of the United States Office of Education (OE) on data collected through-- (1) five days of public hearings (August 1966) during which testimoney and material were supplied by 18 officials of HEW and OE, (2) two days of executive sessions (December 1966) during which testimony was heard from officials representing major educational organizations, (3) 14 days of public hearings in eight cities (December 1966) during which testimony was taken from representatives of State and local school systems, school boards, the higher education community, and OE field officers (4) interviews with officials in every unit of OE (August-December 1966), and (5) questionnaires sent to 5,500 educational administrators. Information on programs (with evaluations), budgets and funding, administrative organization, and legislation are included in each section. Of special interest to adult educators are the chapters on the Bureau of Research, which contains summaries of the activities of the Division of Adult and Vocational Research and Division of Research Training and Dissemination, and the Bureau of Adult and Vocational Education. Recommendations follow each section.

A GOVERNMENT COMMITMENT TO OCCUPATIONAL TRAINING IN INDUSTRY. Task Force on Occupational Training in Industry, Washington, D. C. EDRS Order No. ED 029 964, price MF $0.50. HC available from the United States Government Printing Office, Order No. L 1.2; 1/4, price $1.25. 122p. August 1968.

In approaching its mission, the task force defined occupational training and private industry as follows: the term "private industry' embraces all service and goods-producing industries other than government agencies but includes nonprofit organizations and establishments. The term "occupational training" includes the supportive services associated with skills training, such as basic education counseling and testing, as well as skills training itself. The task force concluded that training and education undertaken by business and industry and by public and private institutions, ranging from very informal to highly structured programs, generally have equipped a large part of the work force with the skills needed for employment. However, training and related services have not been sufficiently available and are needed by large numbers of disadvantaged persons to qualify them for job entry and for continuing employment, and by many thousands of young people to help them successfully bridge the gap between school and work. The task force recommended that federal reimbursement of training expenses should be provided in order to overcome economic barriers to training in business and industry and to assure training in areas of national interest.

EDUCATION AND TRAINING; LEARNING FOR JOBS, SIXTH ANNUAL REPORT OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO THE CONGRESS ON TRAINING ACTIVITIES UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Department of Health, Education and Welfare, Washington, D.C. EDRS Order Number ED 023 843, price MF $0.50. HC available from United States Government Printing Office, Order No. FS5.287:87020-68, price $0.60. 102p. April 1968.

This report, required by section 233 of the Manpower Development and Training Act, opens with the chapter, "Adapting to Economic Change," which comments on major program changes during 1967, all of which relate to increasing the proportion of hard-core unemployed in the program. The chapters, "The Range of Training" and "The Means of Training" discuss the variety of skills taught educational offerings, supportive services, personnel developments, teaching methods and materials, and equipment and facilities for manpower training. "National Programs and Services" reviews programs for Redevelopment Area Residents and the increasing proportion of training being conducted under national contracts with employer, trade, or nonprofit groups. The manpower programs contribution to development of improved training methods and the institutional training aspects of experimental and demonstration projects are considered in "Innovations and Experiments". The final chapter is "Evaluating Training." Six recommendations concern (1) resources for effective training of the hard-core disadvantaged, (2) more stable funding, (3) improved staff resources, (4) placement services, (5) medical aid, and (6) extending the National Manpower Advisory Committee's functions.

OPENING THE DOORS: JOB TRAINING PROGRAMS. A REPORT TO THE COMMITTEE ON ADMINISTRATION OF TRAINING PROGRAMS. PART ONE - RECOMMENDATIONS AND SUMMARY FINDINGS. Greenleigh Associates, Inc., New York, New York. 10017, price $1.00. 161p. February 1968.

As a result of a study of manpower programs which revealed waste, inefficiency, and duplication which to some extent diminished their effectiveness, 25 recommendations are made calling for statutory changes in some respects and administrative changes in others. The formation of a single agency for administering the programs is not desirable or appropriate. In future, programming and funding of any new programs should be incorporated into existing administrative framework. Rather than stripping away existing programs by legislative action, delegation of programs by agreement should be encouraged. A national manpower policy, both long-range and immediate in scope, should be articulated and should encompass various populations and different types of training. Sufficient funds should be allotted training programs to make significant inroads into the problems. The time period for funding should be longer than twelve months and the process simplified. Grants for planning, flexible utilization of funds, regional boundaries, program reports, evaluation, staff training, and the quality of training should be given attention. Programs authorized under the Economic Opportunity Act, Training Programs for Welfare Populations, Vocational Rehabilitation, and Apprenticeship should be improved.

OPENING THE DOORS: JOB TRAINING PROGRAMS. A REPORT TO THE COMMITTEE ON ADMINISTRATION OF TRAINING PROGRAMS. PART TWO - TEXT AND TABLES. Greenleigh Associates Inc., 355 Lexington Avenue, New York, New York 10017. Price $1.50. 290p. February 1968.

Data collected through interviews of top administrators and program staff officers in Washington, regional administrators and staff of Federal agencies in Kansas City and San Francisco, and officials of state departments provided first-hand information on virtually every training program in California and Missouri. The 31-program listing does not include Human Resources Development or Neighborhood Facilities; but includes Vocational Rehabilitation, National Apprenticeship, and Adult Basic Education. Funding is done annually. Administration of training programs has been largely consolidated within three cabinet-level departments and the consolidation is largely along functional lines. Many informal interagency committees of varying sizes perform a variety of functions. There is a great disparity between the number of persons served by job training programs and the number in need of training. Included are detailed accounts of programs of several cities.

EDUCATION AND TRAINING, EXPANDING THE CHOICES. Fifth Annual Report of the Department of Health, Education and Welfare to the Congress on Training Activities under the Manpower Development and Training Act. United States Department of Health, Education and Welfare. 116p. 1967.

This report describes changes in administration of the MDTA Program. Target population was shifted to permit 35 percent of effort for training in skill shortage occupations. Major innovations occurred in teaching methods, instructional equipment, and occupational guidance.

EDUCATIONALLY DEFICIENT ADULTS: THEIR EDUCATION AND TRAINING NEEDS. United States Office of Education, Washington, D. C., Division of Manpower Development and Training; McGraw-Hill, Inc., New York, New York. Information and Training Services Division. EDRS Order Number ED 022 123, price MF $0.50, HC available from United States Government Printing Office, Order No. FS 5.213:13029, price $0.40. 68p. 1965

A survey of program administrators, interviews with program personnel and State employment service officers, and a research review were conducted to develop guidelines for meeting the occupational and training needs of undereducated adults. Data from programs in Pennsylvania, Arizona, Missouri, Virginia, West Virginia, the District of Columbia, New York City, and elsewhere were gathered on characteristics of educationally deficient adults, major program features, job and training opportunities, recruitment, screening, and testing, counseling and auxiliary services, and community involvement. Adult basic and vocational education (including job-oriented social training) for semiskilled and skilled occupations, united community efforts to recruit and encourage poorly motivated adults, close integration of literacy and job training, student grouping by ability, team teaching, instructor training, and research and development were among the major areas of need.

PROFILES OF TWENTY MAJOR AMERICAN CITIES. Louria, Margot and Stokes, Marguerite C. Office of Programs for the Disadvantaged (DHEW). EDRS Order Number ED 019 379, price MF $0.50, HC $6.00. 118p. January 1968.

These profiles provide extensive data on poverty, population trends, education, welfare, crime and unemployment in 20 major metropolitan areas. Fiscal year 1967 appropriations for elementary and secondary school activities, and for basic and occupational training, and for community development are also listed. The population, poverty, and education indexes include data for white and nonwhite groups. The education indexes contain figures on the percentage of classroom teachers in public schools, on school expenditures, on student enrollment, and on dropouts. General findings are briefly summarized.

FEDERAL PROGRAMS FOR THE DEVELOPMENT OF HUMAN RESOURCES, A COMPILATION OF REPLIES FROM DEPARTMENTS AND AGENCIES OF THE UNITED STATES GOVERNMENT TO A QUESTIONNAIRE FORMULATED BY THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, UNITED STATES CONGRESS. Stark, John R. Joint Committee Print 89th Congress, 2nd Session. Available from the United States Government Printing Office, price $1.25. Three volumes, 1,308p. December 1966.

In response to a questionnaire from the Joint Economic Committee in September 1965, federal departments and agencies described programs concerned with the maintenance or development of human resources, emphasizing those involving education and training, rehabilitation, employment and reemployment, health, children's welfare, income-maintenance, family housing, regional development. Parts I and II provide background information on the study, the questionnaire and limitations of the study are given. Part III is the detailed statement of the programs, arranged by department or agency. The outline for each include objectives, history, level of operations, administrative organizations, coordination and cooperation, estimated program in 1970, prospective changes, pertinent laws, and data on economic aspects and impacts of the program.

MEN WANT WORK. REPORT TO THE UNITED STATES DEPARTMENT OF LABOR OFFICE OF MANPOWER AUTOMATION AND TRAINING. Lollis, David L. The Council of the Southern Mountains, Inc. Berea, Kentucky. EDRS Order Number ED 014 640, price, MF $0.50, HC $3.35. 65p. December 1966.

BUSINESS EDUCATION; PROGRESS REPORT AND PROGRAMS DEVELOPED UNDER MANPOWER DEVELOPMENT AND TRAINING ACT. California State Dept. of Education, Sacramento. Bureau of Business Education. EDRS Order Number ED 023 785, price MF $0.50, HC $5.20. 102p. 1964.

Over 47 percent of the Manpower Development and Training Act (MDTA) projects have been in the field of business. This report reviews progress in developing these training programs in California over the past two years and identifies characteristics of some of the procedures involved in organizing, supervising, and evaluating such training. By June 30, 1964, 1,371 people had been enrolled in MDTA stenographic training: 1,256 in MDTA clerk-typists courses, and 958 in all other business courses. Of these, 1,965 completed training, 683 were in training on June 30, 1964, and 937 were classified as drop-outs. Of those who had completed training and for whom job placement figures were available, 70 percent of the stenographers, 64 percent of the clerk-typists, and 56 percent of all other business trainees were placed in training related jobs. Characteristics of trainees, some problems and issues in MDTA needing research, opinions of persons involved in the program for evaluation, and a follow-up study by Fresno City college of a stenographic MDTA program are included.

AMENDING THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962. REPORT TO ACCOMPANY H.R. 15045. REPORT NO. 1595. United States Congress, Washington, D.C. House Committee on Education and Labor. EDRS Order Number ED 025 627, price, MF $0.25, HC $1.45. 27p. 1968.

Amendments to the Manpower Development and Training Act of 1962 consist of the following: (1) Section I extends the labor mobility demonstration projects, trainee placement assistance demonstration projects, and training and appropriations in correctional institutions to June 30, 1970; operating authority to June 30, 1972; and disbursement authority to December 30, 1972, (2) Section 2 corrects a typographical error, (3) Section 3 reserves 2 per cent of the annual appropriations for training of administrative personnel, (4) Section 4 requires the use of skill centers, sets lower funding limits, and limits the establishment or discontinuance of such skill centers, and (5) Section 5 extends regulations to American Samoa and increases the reimbursement of 100 percent of the costs for the Trust Territory of the Pacific Islands.

NEW DEVELOPMENTS IN MANPOWER PROGRAMS. United States Department of Labor, Washington, D. C. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968). EDRS Order Number ED 021 147, price, MF $0.25, HC $1.10. 20p. April 1968.

The three major focuses of manpower policy and programs in 1967 were on the concentration and unification of manpower forces to help the nation's most disadvantaged people achieve employability and decently paid jobs. On greatly increased efforts to involve private industry in the training and job adjustment of the hard-core unemployed, and on new program developments aimed at greater flexibility in meeting the divergent needs of different individuals and groups. Some of the measures aimed at speeding progress in these directions were (1) expanding the concentrated employmnet program, designed to coordinate the attack on hard-core unemployment, (2) strengthening and streamlining the manpower administration, the instrument within the federal government which manages almost 80 percent of our manpower programs, (3) establishing the cooperative area manpower planning system, begun in 1967, on a long-term basis, (4) establishing the job opportunities in business sector (JOBS) program, a new partnership between government and private industry to train and hire the hard-core unemployed, and (5) establishing the work incentive program (WIN) of work and training for employable people on public assistance. Descriptions of other program and discussions of ways of meeting the needs of specific client groups are included. A budgetary increase of 25 percent was recommended for 1969 manpower programs.

OEO PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS. Educational Systems Corp., Washington, D. C. EDRS Order Number ED 028 877, price MF $0.75, HC $7.75. 153p. 1969.

Programs sponsored by the United States Office of Economic Opportunity for unskilled, under-educated migrant and seasonal farm workers are summarized. It is emphasized that these programs have their major thrust in preparing breadwinners for upgraded jobs and in preparing entire farm worker families for adjustment to the way of life that new jobs will bring. Projects outlined emphasize basic literacy skills, pre-vocational training, family rehabilitation, day care, and housing programs. Unique approaches devised by individuals and agencies to meet the problems of rapid job displacement and poverty of the farm worker are briefly described. A summary provides information on funding level, grantee description, areas served, and a brief statement of each project's activities. Listings are by states, cities, and current and past programs.

ADVANCE RELEASE OF STATISTICS ON PUBLIC ASSISTANCE AND APPENDIX ON WORK EXPERIENCE AND TRAINING PROGRAMS UNDER TITLE V OF ECONOMIC OPPORTUNITY ACT, AS AMENDED. United States Department of Health, Education, and Welfare, Washington, D. C. National Center for Social Statistics NCSS-R-A-2(4/68). Available from United States Department of Health, Education and Welfare, National Center for Social Statistics, Washington, D. C. 15p. April 1968.

This National Center for Social Statistics report presents fourteen tables of statistical data on public assistance, and on the work experience and training programs under the Economic Opportunity Act of 1964 (Title V). They include: (1) the amount and number of recipients of public assistance mmoney payments in the United States, by state, April 1967-April 1968; (2) recipients and payments by state (April 1968) in the areas of old age assistance, aid to the blind, aid to the disabled, aid to families with dependent children, and general assistance; (3) amount of vendor payments for medical care for recipients by program and state (April 1968); (4) amount of vendor payments for public assistance programs under the Social Security Act by form of payment and state; (5) general assistance recipients and payments for selected cities (April 1968); (6) work experience and training under Title V of the Economic Opportunity Act (as amended) as of April 1968 in terms of (a) status of projects, (b) number of trainees by sex and the number of their dependents by state, and (c) the monthly reduction in expenditure for public assistance payments resulting from employment of trainees by state.

NARRATIVE SUMMARY OF THE ECONOMIC OPPORTUNITY AMENDMENTS OF 1967. Available from United States Office of Economic Opportunity, Washington, D.C., 20506. 9p. March 1968.

In this summary, the more important amendments are described, arranged by program--Job Corps, Work and Training for Youth and Adults, Special Impact Programs, Migrant and Seasonal Workers, Community Action Program, Small Business Assistance, Day Care, Domestic Volunteer Service Programs (VISTA), and General Provisions. There is a section on the two-year authorization of funds.

HANDBOOK FOR SPONSORS; STANDARDS AND PROCEDURES FOR WORK-TRAINING EXPERIENCE PROGRAMS UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964, AS AMENDED. Manpower Administration (DOL), Washington, D.C., Bureau of Work-Training Programs. EDRS Order Number ED 023 809, price MF $0.50, HC $4.85. 95p. April 1967.

The standards and procedures presented establish the basic rules governing the development and operation of various programs administered by the U.S. Department of Labor, Bureau of Work Programs under the Economic Opportunity Act of 1964, as amended. Basic standards relate to qualification of sponsors, eligibility of enrollees, hours of work, duration of enrollment, and wages. These standards are regarded as extensions of the statutes and regulations already promulgated. Major sections are titled: Definition of Programs and Eligibility Standards; Program Standards; Promotion, Development, and Coordination of Projects; Procedures for Project Application and Determination of Sponsorship; and Procedures for Conducting Work Training in industry.

REPORT TO CONGRESS ON COMMUNITY WORK AND TRAINING UNDER TITLE IV OF THE SOCIAL SECURITY ACT AS AMENDED BY SECTION 409. United States Department of Health, Education and Welfare, Bureau of Family Services, 90th Congress 1st Session House Document No. 76. Available from United States Government Printing Office. 55p. January 1967.

Eleven states have assisted unemployed parents through Community Work and Training (CWT) programs financed by state and local funds, with federal matching funds available for public assistance grants, administrative costs, and some special services. Title V of the Economic Opportunity Act augments the CWT program. It is totally financed by the federal government and pays for additional social services, trainees' education, transportation, and training costs, and some medical care. The CWT programs, small projects sponsored by local governments, have involved over 100,000 people, 45,000 of whom have become employed. Some of them have been trained in skilled and semi-skilled occupations and moved into the occupations for which they were trained, but most found jobs on their own or were hired by project sponsors in menial jobs. Indirect social benefits resulting from work and training experiences are community projects done by participants, more public acceptance of welfare recipients, improved family life, and greater cooperation among state agencies. Program problems are staff shortages, participant absenteeism, interruptions in training, and limiting state laws.

ADULT INDIAN VOCATIONAL TRAINING ACT. Amendments. (PL 88-230, 88th Congress, S. 1868). United States Congress, Senate, Washington. 1p. 23 December 1963.

This amendment approved by Congress on December 23, 1963, covers provisions for vocational training for adult Indians on or near Indian Reservations and the authorization of the federal appropriation to finance the programs.

AN OVERVIEW OF MANPOWER DEVELOPMENT AND TRAINING UNDER REDEVELOPMENT AREA RESIDENTS PROGRAM, 1963-1966. Office of Education (DHEW), Washington, D.C., Division of Manpower Development and Training. EDRS Order Number ED 021 983, price MF $0.25, HC $2.05. 39p. 1967

MANPOWER RESEARCH PROJECTS SPONSORED BY THE UNITED STATES DEPARTMENT OF LABOR ... THROUGH JUNE 30, 1968. United States Department of Labor, Washington, D. C. Manpower Administration. EDRS Order Number ED 026 507, price MF $1.00, HC $11.25. 223p. October 1968.

This catalog describes the status and content of research programs which were either developed or administered by the Office of Manpower Research under Title I of the Manpower Development and Training Act (MDTA) or the Economic Opportunity Act for the fiscal year ending June 1968.

MANPOWER RESEARCH PROJECTS SPONSORED BY THE UNITED STATES DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION, THROUGH JUNE 30, 1967. United States Department of Labor, Washington. Manpower Administration. EDRS Order Number ED 014 686, price MF $1.00, HC $10.35. 205p. September 1967.

The fifth annual catalog of contract and grant research under the Manpower Administration of the Department of Labor describes projects concerned with the impact of technological change, adequacy of job preparation, unemployment of the young, the non-white, and other special groups, and the waste of human resources in rural areas. The investigators represent all the major social science disciplines. Most of them are affiliated with universities, or other government agencies, although a few work for private research agencies.

MANPOWER AND AUTOMATION RESEARCH SPONSORED BY THE OFFICE OF MANPOWER, AUTOMATION AND TRAINING, JULY 1, 1963 - JUNE 30, 1964. Office of Manpower, Automation, and Training (DOL), Washington, D.C. EDRS Order Number ED 022 009, price MF $0.50, HC $5.45. 107p. November 1964.

Contracts and grants sponsored under the Manpower Development and Training Act of 1962, as amended, which were active during fiscal year 1964 are described and projects are grouped under headings of: (1) Present Requirements, (2) Future Requirements, (3) Present Resources, (4) Future Resources, (5) Development of Manpower Resources--Education, (6) Development of Manpower Resources--Training, (7) Development of Manpower Resources--Utilization, (8) Nature and Conditions of Employment and Unemployment--Factors Affecting Job Finding and Placement, (9) Nature and Conditions of Employment and Unemployment--Employment, (10) Nature and Conditions of Employment and Unemployment--Unemployment, (11) Automation.

A DESCRIPTION AND EVALUATION OF SELECTED EDUCATIONAL COMPONENTS OF COMMUNITY ACTION PROGRAMS; A REPORT FOR THE OFFICE OF ECONOMIC OPPORTUNITY. Kirschner Associates, Inc., Albuquerque, New Mexico. Clearinghouse for Federal Scientific and Technical Information, Order No. PB-176-594, price MF $0.60, HC $3.00.

A survey was made of Community Action Programs (CAP) in nine communities widely varied in geographic location, size, and characteristics. Principal emphasis was an organizational and program policy but curriculum content and teaching techniques were also considered. The most pervasive type was the remedial program, commonly delegated to a public school, making use of volunteer teachers and nonprofessionals, showing a shift from a concentration on subject to one on the "real" problems of the child, yet not dealing with the whole family. Next in importance was the preschool program, the two comprising 70% of the whole, both being well received. Usually administered by a delegate agency, preschool programs had relations with other CAP-supported activities and other community program and services, had a parent-related aspect, and aimed to help the whole child's development. Meager data on a few programs of guidance and counseling, adult basic education, and cultural enrichment programs indicated these most effective when integrated with other programs. The fundamental role of CAP in education is to promote institutional and social changes favorable to the poor; it should emphasize programs that consider the whole family, provide an integrated group of services, and involve the available resources of the community.

CAP PROGRAMS AND THEIR EVALUATION--A MANAGEMENT REPORT. White, Arthur. Federal Scientific and Technical Information, Order No. PB-176-412, price MF $0.65, HC $3.00. OEO 2364. 97p. September 1967.

The report comprises a summary of the accomplishments of the Office of Economic Opportunity (OEO) to date (1967) in ten communities, a discussion of community action program objectives and policies (notably the multiservice coordinated approach, neighborhood centers, and emphasis on self help), major problems confronting OEO and some suggestions for their possible solution, a statement of the need for evaluation of OEO programs, and some suggested evaluation methods.

MDTA, A SUMMARY OF THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962, AS AMENDED. United States Department of Labor, Manpower Administration, Washington, D. C., 20210. 36p. December 1965.

An insert in this summary of the MDTA'S provisions includes the 1966 amendments.

MANPOWER RESEARCH PROJECTS SPONSORED BY THE UNTED STATES DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION, THROUGH JUNE 30, 1966. United States Department of Labor, Manpower Administration, Washington, D. C. 20210. 125p. November 1966.

This report lists the contracts and grants sponsored by the Office of Manpower Policy, Evaluation, and Research since the inception of its program. The research covered such subject areas as counseling, discrimination in employment, job requirements, labor force, MDTA programs, migrants, occupations, and the handicapped. Projects are grouped according to whether they are grants or contracts. New projects for which contracts were awarded in fiscal year 1966 are listed by contractor and summarized in Part 1. Part 2 covers contracts which were carried over to FY 1966 but originated before July 1, 1965. Part 3 contains descriptions of the 7 Manpower Research Institutional Grants to colleges and universities to enable them to develop long-range research programs. Parts 4 and 5 describe the small grant program, which in its first full year provided 34 grants to Ph.D. candidates writing theses on manpower subjects and 31 grants to support a wide variety of projects in the field. Part 6 lists completed projects.

FEDERALLY ASSISTED MANPOWER DEVELOPMENT PROGRAMS, A PLANNING STAFF STUDY. United States Department of Labor. Office of Manpower Policy, Evaluation and Research. Washington, D. C. 20210. 38p. 1966.

Federally assisted manpower development programs outlined, together with the 35 laws or portions thereof under which the programs are authorized. Types of programs include higher education and professional training, assistance to groups with special needs (adult Indians, veterans and war orphans, handicapped persons, Cuban refugees), alleviation of poverty, occupational training and vocational education. Data are given on numbers of recipients and on program costs, i.e., for benefits in the form of training, financial aid, or other supportive services for individuals, but not on administrative and similar costs.

PUTTING RESEARCH, EXPERIMENTAL, AND DEMONSTRATION FINDINGS TO USE. (Report of a multi-agency manpower seminar, Washington, D. C., November 28-29, 1966). MDTS Experimental and Demonstration Findings, 1). United States Department of Labor, Manpower Administration, Washington, D. C., 20210. 81p. June 1967.

The 1966 Washington multi-agency seminar on research utilization was opened with a summary of available studies of the problem. The current activities and objectives of the participating agencies were discussed and two case studies were presented--The Military Volunteer Rejectee Project of the National Committee on Children and Youth and the Greenleigh Associates' evaluation of adult literacy teachers and teaching systems. Small group discussions on aspects of research implementation produced numerous ideas on stimulating good research proposals, improving the grant or contract negotiation procedure, facilitating interaction between sponsors and grantees or contractors, clarifying the kinds of action which might result from projects, translating research findings into action, training Washington program staffs through inservice or other means, and developing better interagency coordination in probing problem areas.

THE MANPOWER DEVELOPMENT AND TRAINING ACT, A REVIEW OF TRAINING ACTIVITIES. United States Department of Labor, Manpower Administration, Washington, D.C. 20210. 38p. August 1967.

This booklet presents a general discussion of the history of the Title II training program of the Manpower Development and Training act, and brief review of its accomplishments from the program's beginning in August 1962 through the end of 1966, and a bibliography.

VOCATIONAL AND TECHNICAL EDUCATION, FISCAL YEAR 1964, A REVIEW OF ACTIVITIES IN FEDERALLY AIDED PROGRAMS. United States Office of Education. Available from United States Government Printing Office, Order Number FS 5.280:80008-64, price $0.45. Illus. 78p. 1966.

B. Other Sources

EDUCATION AND MANPOWER STRATEGIES AND PROGRAMS FOR DEPRIVED URBAN NEIGHBORHOODS: THE MODEL CITIES APPROACH. FINAL REPORT. National League of Cities, Washington, D.C., Department of Urban Studies. EDRS Order Number ED 025 629, price MF $0.75, HC $7.55. 149p. May 1968.

This report attempts to identify effective strategies that might be used by city and school administrators in planning, initiating, and coordinating comprehensive deprived neighborhood manpower and education programs. It is the result of a 4-day workshop of leaders in local government and school systems, held in late 1967 at the University of Maryland, and involving 42 persons from 15 cities that had submitted Model Cities planning grant applications. Fifteen papers (included in this report) were delivered by some of the 28 expert practitioners, academicians, and federal administrators in the fields of education and manpower who served as the workshop faculty. The workshop focused on new strategies and programs, innovative approaches to a cooperative action by all agencies, and comprehensive manpower and education development operations, but no single strategy for success was uncovered. Experimentation, collaboration, and compromise were recognized as essential and certain guidelines for cities were developed, including: (1) Citizen participation in the planning and implementation of programs should be encouraged, (2) Cooperation and coordination between city hall, the schools, and others must be achieved and (3) the Model Cities approach embodies the necessary elements and is the best current example of the paths to be followed to solve the urban dilemma.

DANGER! AUTOMATION AT WORK; REPORT OF THE STATE OF ILLINOIS COMMISSION ON AUTOMATION AND TECHNOLOGICAL PROGRESS. Karp, William. Illinois State Commission on Automation and Technological Progress, Chicago. EDRS Order Number ED 021 984, price MF $0.50, HC $5.60. 110p. 1 April 1965.

The 74th Illinois General Assembly created the Illinois Commission on Automation and Technological Progress to study and analyze the economic and social effects of automation and other technological changes on industry, commerce, agriculture, education, manpower, and society in Illinois. Commission members visited industrial plants and business and government offices having automated and computerized systems. One-day hearings were held on the meat packing, banking, and insurance industries, and a two-day hearing was held on the vocational education and manpower training programs. The Commission's investigations revealed that (1) Technological change has brought about such events as obsolescence of meatpacking plants, a decline in railroad jobs, and a reduction in coal mining operations, (2) The Manpower Development and Training Act is failing to meet the needs of changing industries, (3) The vocational education system is not keeping up with current needs, (4) Industry is not contributing enough to retraining workers displaced by automation, (5) Government agencies are not doing enough to conduct research into new occupational fields, and (6) The financing of job programs must be changed so that local authorities can be brought into closer contact with the programs. Based on its findings, the Commission formulated 22 recommendations in the nature of proposals and suggested changes in public policy and programs.

RETRAINING UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962, INSTITUTIONAL PROGRAMS. Hoos, Ida R. Chapter 7 of RETRAINING THE WORK FORCE, by Ida R. Hoos. Available for $6.00 from University of California Press, Berkeley 94720. 29p. 1967.

A discussion of institutional retraining programs under the Manpower Development and Training Act (1962) outlines manpower reporting and training provisions of the Act itself, discusses problems of implementation in California (i.e., difficulty in furnishing on-the-job programs and proper counseling), outlines national and regional training under MDTA (including financing of remedial education), describes the program of the East Bay Skills Center in Oakland, and reviews MDTA programs to develop licensed vocational nurses, chemists' assistants, retail clerks, and stenographers in the San Francisco Bay area. Case materials suggest that economic prosperity has brought into sharper focus the skill deficiencies and related handicaps of the hard-core unemployed.

MEETING MANPOWER SHORTAGES, A REVIEW OF REPORTED EXPERIENCE. Srb, Jozetta H. New York State University, Ithaca, School of Industrial and Labor Relations at Cornell University. Available from New York State School of Industrial Labor Relations, Cornell University, Ithaca, New York 14850. price $2.00. September 1967.

This report provides a brief background account of the tighter labor markets of 1965 and 1966 and reviews recent published materials and documents bearing on the various ways business and industry responded to shortages of skilled workers, particularly in the construction and manufacturing industries. Discussion of changes in hiring practices and policies includes (1) attraction of new employees through unusual advertising, bounty payments, and special inducements, (2) importation of workers, (3) widening of the hiring range to include women, teenagers, minority groups, physically disabled and mentally retarded. Discussion of expanded training programs includes training offered by private industry, labor unions and government, individually and under joint or community programs.

EMPLOYMENT, RACE, AND POVERTY. Ross, Arthur M. and Hill, Herbert, Editors. Harcourt, Brace and World, Inc., New York, New York. 598p. 1967.

In 1962, a four-year program of research and conferences on the general subject of unemployment and the American economy was initiated on the Berkeley campus of the University of California, financed by the Ford Foundation and administered by the Institute of Industrial Relations. Beginning with the assumption that persistent unemployment in the United States calls for new policies, both public and private, a coordinated group of studies was designed to furnish better guidelines for these policies and to provide critical evaluation as they are established and implemented. The present document, which deals with the economic disabilities of Negro workers and the stakes and possibilities involved in economic integration, is one of several books emerging from the program. Chapters are The Negro's Position in the Labor Market, The Social Effects of Negro Unemployment, The Means and Expressions of Protest, Employers, Unions and the Negro, Education and Training of the Negro, and Discrimination and the Law.

EDUCATION AND TRAINING FOR FULL EMPLOYMENT. Wolfbein, Seymour L. Available from Columbia University Press, New York, New York. 277p. 1967.

During the early 1960s, three primary changes occurred in the United States which called for a basic reorientation in attitudes, policies, and programs of action. Involved were--(1) an economic policy to reduce unemployment through economic growth (1964 Revenue Act), (2) an active manpower policy to provide a trained labor supply (1965 Manpower Development and Training Act (MDTA) and others), and (3) a challenge to the standing relationships between work and income (renewed discussion of the negative income tax). Parts I and II of this book present ten principles of the education and training process, historical foundations of the programs, and their social and economic consequences. Part III is a first appraisal of the progress so far of specific programs. MDTA institutional and on-the-job training programs are examined in terms of number of participants, their age, sex, color, educational levels, labor force status, occupations trained for, and employment after training.

Special programs for mental retardates, prison inmates, armed forces rejectees, and the VISTA Job Corps, and Head Start projects are reviewed.

OUR EXPERIENCE WITH RETRAINING AND RELOCATION. Somers, Gerald G. Chapter 8 in TOWARD A MANPOWER POLICY, edited by Robert A. Gordon. John Wiley, New York, 1967. EDRS Order Number ED 023 944, price MF $0.25, HC $1.65. 31p. 1967.

Although the government retraining and relocation programs for the unemployed are now an integral part of the economic way of life, there must be research evaluation of each to establish the relationship between manpower policies. A few detailed evaluations have been made of Federal programs--a 1962 interview survey of 132 employers in West Virginia who had hired trainees under the Area Redevelopment Act, a 1964 nationwide questionnaire survey of members of the American Society of Training Directors, and questionnaire mailed to 1,000 employers in Wisconsin to determine their attitudes toward the apprenticeship form of on the job training. The evaluations indicate that the programs improve the economic status of trainees. However, much more extensive and sophisticated benefit-cost analyses will be required to determine whether the programs are a significant factor in reducing national unemployment and poverty and whether they are easing skill shortages or reducing inflationary pressures. Presumably economic benefits and costs of relocation allowances aid the individual, but the extent of their usefulness as a social investment remains to be established. Independent studies must be cumulative in their design and results.

ANTIPOVERTY WORK AND TRAINING EFFORTS: GOALS AND REALITY. POLICY PAPERS IN: HUMAN RESOURCES AND INDUSTRIAL RELATIONS, NO. 3. Levitan, Sar A. Michigan University, Ann Arbor. Institute of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D. C. EDRS Order Number ED 025 605, price MF $0.50, HC $6.15. Also available from Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104, price $2.00. 121p. 1967.

This review of the Job Corps, the Neighborhood Youth Corps, and the Work Experience and Training Programs, all established under the Economic Opportunity Act of 1964, was part of National Manpower Policy Task Force report requested by the Senate Subcommittee on Employment, Manpower and Poverty. It was believed appropriate to examine, after nearly 3 years and a commitment of 4 billion dollars, the extent to which the Act had been implemented. Job creation and training were to be the principle means through which the three programs would help economically disadvantaged youth and adults achieve economic independence. A variety of published and unpublished materials were used in this assessment. In the process of critical evaluation, separate discussions are devoted to the enabling legislation, administration, needs and characteristics of clients, and resource utilization of each program. It was generally concluded that it is doubtful whether the programs have achieved the formal goals of the legislation--economic self-support. However, the experiences of the three programs indicates the difficulty of designing and administering mass projects which lead to the economic self-sufficiency of the poor.

DIMENSIONS OF MANPOWER POLICY, PROGRAMS AND RESEARCH (Commemorating the 20th anniversary of W. E. Upjohn Institute for Employment Research). Johns Hopkins University Press, Baltimore, Maryland. Levitan, Sar A. and Siegel, Irving H., editors. 307p. 1966. Tables.

RAISING LOW INCOMES THROUGH IMPROVED EDUCATION; A STATEMENT ON NATIONAL POLICY. Committee for Economic Development, New York, New York. EDRS Order Number ED 019 396, price MF $0.25, HC $2.80. 54p. September 1965.

The enlarged federal role in education does not relieve others of their responsibilities. One of the main purposes of this policy statement is to urge greater efforts by states, localities, and private business to discharge their responsibility to imporve and extend education and training which would contribute to raising the productivity, and consequently the incomes, of many Americans with below average incomes. More and better early education, beginning before kindergarten should be provided for disadvantaged children. States and school districts should modernize vocational training to bring it into line with occupational requirements. States should establish adequate systems of conveniently available educational institutions beyond high school. Programs for training and retraining adults and rehabilitating the physically handicapped should be expanded. Programs to eliminate adult illiteracy should be initiated. In federal programs for assisting economicaly distressed regions, more emphasis should be placed on finances for constructing and equipping educational and rehabilitation facilities. More use should be made of the capacities of business for training workers and developing effective educational methods. It will be necessary to operate the educational system more efficiently, by better organization of school districts, quicker application of modern techniques, and more research to develop better techniques.

EMPLOYMENT POLICY AND THE LABOR MARKET. Papers presented to the Research Conference on Unemployment, Boulder, Colorado, June 15-19, 1964. Ross, Arthur M., editor. California University Berkeley. Institute of Industrial Relations. Available from University of California Press, Berkeley. 412p. 1965.

During 1962 a four-year program of research and conferences on the subject of Unemployment and the American Economy was initiated at the University of California supported by the Ford Foundation. The projects are based on the premise that persistent unemployment calls for new public and private policies, and more adequate information on labor force and occupational trends in order to guide the movement of workers from one area to another and the retraining of workers for different occupations. An element of the program is an annual conference on unemployment which brings together key people involved in research, policy formulation, and administration. The papers present a reappraisal of the economic policies and manpower programs which have been relied upon during the past four years. They also deal with such underlying analytical problems and controversies as the structural unemployment debate, changes in labor-force participation, and the measurement of job vacancies.

IN AID OF THE UNEMPLOYED. Becker, Joseph M., Editor. Available from the Johns Hopkins Press, Homewood Campus, Baltimore, Maryland 21218, price $8.95. 323p. 1965.

Ways in which American society aids unemployed workers are examined in this collection of essays. A brief historical review illustrates how present methods of assistance compare with previous arrangements. The ages, sex, color, educational background, income levels, occupations, and family status of the unemployed are described, including the impact of labor force changes and the dimensions of long-term unemployment. Also evaluated are the nature and the adequacy of unemployment insurance (presently the largest, most important form of aid) and supplementary benefits. Severance pay plans, early retirement benefits, area redevelopment in the United States and Britain, public works and work relief, vocational retraining, welfare services, and the Public Employment Service are then reviewed. Finally general policy guidelines are set, and recommendations are made for seven aid programs.

TRAINING THE UNEMPLOYED. Somers, Gerald G. Chapter 11 in IN AID OF THE UNEMPLOYED, edited by Joseph M. Becker; available from the Johns Hopkins Press, Homewood Campus, Baltimore, Maryland 21218, price $8.95. 25p. 1965.

Recent government training programs (largely under the Area Redevelopment Act of 1961 and the Manpower Development and Training Act of 1962) are discussed. By examining results of early experience under Federal legislation, some of the conflicting views on the value of these programs are assessed. An account is given of the content, methods, and procedures of retraining surveys in West Virginia and elsewhere, with emphasis on job placement, training-related job vacancies, selection, trainee characteristics, attitudes of nontrainees and dropouts, retraining in Canada and Western Europe are reviewed. Last to be discussed are the gains and costs of investment in human capital. It is concluded that existing public and private programs must be expanded and integrated with other labor market policies and must entail constant retraining and upgrading, relocation allowances, and improved placement and guidance services.

THE NEGRO AND THE CITY. Banks, Louis, Editor. Available from Time-Life Books, Rockefeller Center, New York, New York 10020. 156p. 1968.

This volume is a collection of articles from the special issue of Fortune magazine entitled "Business and the Urban Crises." The major point made is that business has an important role to play in the solution of urban ills. Topics discussed include: (1) the prevalence of the agrarian myth as being disfunctional for an urbanized nation; (2) an analysis of the new Negro mood; (3) educational and employment disparities between whites and Negroes; (4) patterns of labor union discrimination against nonwhites; (5) the application of the systems approach to urban problems; and (6) a case study of various business sponsored employment projects.

A CRITICAL APPRAISAL OF RETRAINING AND RELOCATION OF UNEMPLOYED WORKERS IN

DISTRESSED AREAS. Final Report to the Ford Foundation for the Period February 1, 1962 - January 31, 1967. Somers, Gerald G. Wisconsin University, Madison. Department of Economics. Ford Foundation, Sponsor. EDRS Order Number ED 014 034, price MF $0.25, HC $1.00. 18p. January 1967.

This Ford Foundation sponsored research project concentrated on evaluating and reporting on programs established under the Area Redevelopment Act of 1961 to retrain and relocate unemployed workers in four depressed areas of West Virginia. Researchers, scholars, and resource persons were involved in conducting the West Virginia phase of the project and in furthering its broader objectives. About 80 reports and publications have resulted, with several more publications pending, on research studies and public policy in such areas as worker mobility, skill development, benefit cost analysis, and characteristics of the labor force. This undertaking together with closely related research on the effects of new plants and public works relocation projects, and experimental retraining programs for older workers, is being continued in the Center for Studies in Vocational and Technical Education, established by a five-year grant to the University of Wisconsin by the Ford Foundation.

RETRAINING AND MIGRATION AS FACTORS IN REGIONAL ECONOMIC DEVELOPMENT. Wisconsin University, Madison, Industrial Relations Research Institute. United States Department of Commerce. Office of Regional Economic Development. EDRS Order Number ED 013 399, price MF $0.50, HC $5.15, 101p. September 1966.

This report, prepared for the Office of Regional Economic Development features a review of recent research on retraining and migration as independent and interacting factors in regional economies. Findings are also related to current United States manpower policy and to retraining and relocation schemes in Western Europe. In the United States, unemployed workers willing to relocate tend to be relatively young (largely males aged 20-35), with few community ties and little or no property and either well informed on the labor market elsewhere or willing to take risks. Retraining and relocation have generally proved helpful to such workers, but effects on national and regional unemployment are still inconclusive. Nevertheless, investments in physical capital appear useless without investments in the education, training, and mobility of the labor force. Accordingly, existing programs and services must be closely coordinated at local, state, regional, and federal levels, and more research must be conducted on socioeconomic benefits and costs, employment trends, and ways of meeting the acute needs of older workers and the functionally illiterate.

THE COMPARATIVE EXPERIENCE WITH TRAINING PROGRAMMES IN THE UNITED STATES AND EUROPE. RESEARCH PROGRAM ON UNEMPLOYMENT AND THE AMERICAN ECONOMY. Reprint Number 187 from AUTOMATION AND ADVANCED TECHNOLOGY, Macmillan, London. Gordon, Margaret S. Available from University of California, Institute of Industrial Relations, 201 California Hall, Berkeley, California 94720. 28p. 1966.

With the Manpower Development and Training Act of 1962 the United States embarked on a type of government program that has existed in most Western European nations since World War 2. In all the European nations studied, retraining programs are a permanent instrument of labor market policy, as useful in tight labor markets as in periods of unemployment. Retraining programs must be linked with job opportunities, adequate fiscal policies, and public works or relief programs. The social and economic goals of these programs must be considered. A criterion of efficiency implies selection of young and highly qualified trainees, thereby presumably increasing productivity. Greater stress on the employability of the disadvantaged implies policies that avoid screening out older, relatively uneducated persons, in the United States. The problems of adapting retraining policies to technological change now being faced must be considered in Europe.

LABOR MARKET ADJUSTMENTS BY UNEMPLOYED WORKERS. Sobel, Irvin and Folk, Hugh. In EMPLOYMENT POLICY AND THE LABOR MARKET. Ross, Arthur M., Editor. University of California Press, Berkeley, California, Chapter 11, p333-357. 25p. 1965.

A study was made of the effects of age and duration of unemployment on labor market adjustments--change in type of work sought, change in method of job search, change in wages sought, and change in area of job search. The sample of 4,000 unemployed was stratified so that workers above 45 were overrepresented. It was heavily weighted with less skilled blue-collar workers, 67 percent men, less than 20 percent nonwhite, with 28 percent having completed high school. A control group of workers under 35 was used. Data show that there is considerable difference between expressed willingness to adjust and actual behavior. Few had changed the type of job sought except under pressure of long-term unemployment. Most were unrealistic in refusing to accept lower wages. They were somewhat less inclined to use employment services and their search for jobs was 90 percent restricted to the local market. Many withdrew permaturely from the labor market. Interest in retraining programs declined with age. Both adjustment attitudes and behavior tended to become more flexible with lengthening unemployment, but the effect was slight for workers in their 50s and 60s.

THE DESIGN OF FEDERAL ANTIPOVERTY STRATEGY, policy papers in human resources and industrial relations, No. 1. Levitan Sar A. Michigan University, Ann Arbor, Institute of Labor and Industrial Relations. Price $1.25. 63p. March 1967.

This paper deals with the origins and intended goals of the Economic Opportunity Act, which heralded the Great Society's War on Poverty. It is part of the author's study, "The Great Society's Poor Law: A New Approach to Poverty," devoted to an evaluation of the Economic Opportunity Act.

MAKING SENSE OF FEDERAL MANPOWER POLICY, policy papers in human resources and industrial relations, No. 2. Levitan, Sar A. and Mangum, Garth L.

Michigan and Wayne State Universities, Institute of Labor and Industrial Relations. National Manpower Policy Task Force, Washington, D. C. Price $1.25. 42p. March 1967.

The goals of Federal Manpower Policy are changing because the emphasis has changed and new programs are emerging. Administrative complications have developed in federally-supported manpower programs operated on the federal as well as on the state and local levels. Machinery has been developed to coordinate the efforts on federal and local levels. The most effective coordination efforts on the federal level have been "ad hoc" arrangements. Local efforts paralleling federal efforts at coordination have had meager results. A functionally-structured manpower program, with a single federal source of funding is needed. The proposed plan would include the presently available services within the limits of current budgets, but on a more balanced and rational basis. It would divide manpower activities into four categories -- (1) preparation for employment, (2) placement and supportive services, (3) job creation, and (4) experimentation, demonstration and research. The arguments for unified funding to implement a consolidated manpower policy are persuasive but politics is not an exercise of logic.

RETRAINING THE DISADVANTAGED WORKER. Cain, Glen and Somers, Gerald. In Research in Vocational and Technical Education. Conference Proceedings. Edited by Cathleen Quirk and Carol Sheehan, pp27-52. Center for Studies in Vocational and Technical Education, University of Wisconsin. $3.00. 29p. 1967.

To enable hard-core unemployed and poverty groups to become self supporting, federal retraining programs in the last few years have concentrated aiding the disadvantaged, and others with low income, among the unemployed. Employment ratio of disadvantaged trainees (especially non-white) suffered a decline in 1964-65, in spite of improvement in national employment. Yet, when the labor market experience of disadvantaged trainees are compared with disadvantaged non-trainees (or their post-training with their pre-training), benefits to the trainees can be noted. In this chapter case studies are examined, as well as evaluation techniques and the feasibility of using the same benefit-cost procedures (with some important qualifications) to analyse these retraining programs as those applied to regular MDTA programs. Although little has been done to evaluate these relatively new programs, in terms of costs and economic benefit, the results of the case studies indicate the trainees do benefit from them.

III. JOB TRAINING AND SKILLS PROGRAMS

Experience in programs in various subjects or skill areas for various groups in business, labor, school and commercial settings; relation of basic or general education to vocational and on-the-job programs.

INTERPRETIVE STUDY OF COOPERATIVE EFFORTS OF PRIVATE INDUSTRY AND THE SCHOOLS TO PROVIDE JOB-ORIENTED EDUCATION PROGRAMS FOR THE DISADVANTAGED. Banta, Trudy W. and Towne, Douglas C. Tennessee University, Knoxville. College of Education. EDRS Order Number ED 027 442, price MF $1.00, HC $13.25. 263p. April 1969.

This study embodies three major components: (1) an extensive literature review on the topics of job-related problems of the country's disadvantaged population and the programs which the federal government and private industry have designed to help solve these problems; (2) a nationwide survey of cooperative efforts of private industry and the schools to provide job-oriented education for the disadvantaged; and (3) three seminars, one in Knoxville, Tennessee, one in Denver, Colorado and one in New York City, designed to acquaint businessmen, educators, and other civic leaders in these communities with materials developed in the course of the study so that they might be encouraged to initiate cooperative job-oriented education programs of their own.

TRAINING THE HARDCORE. Urban Research Corporation, Chicago, Illinois. Urban Coalition; National Alliance of Businessmen. Available from Urban Research Corp., 5464 South Shore Drive, Chicago, Illinois 60615. 106p. 1969.

This part of the series on Training the Hardcore covers factors involved in hiring and training the hardcore, abstracts of the 12 volumes included in the whole, and three other documents which will give management further insight into how the employment situation looks to the man in the street. Based on his experience at KLH and Polaroid, Henry M. Morgan comments on finding trainees, screening, pre-job training, job entry, upgrading, job expansion, and putting hardcore programs in the perspective of the entire economic picture. He examines geography, transportation, and jobs; black entrepreneurship, participation, and self-determination; preventing hardcore unemployment; and planning for future employment programs.

JOBS, EDUCATION, AND TRAINING; RESEARCH OF A PROJECT COMBINING ON-THE-JOB AND LITERACY TRAINING FOR THE DISADVANTAGED. Drotning, John E. and others. State University of New York, Buffalo, Department of Industrial Relations. Clearinghouse for Federal Scientific and Technical Information, Order Number PB-183-331, MF $0.65, HC $3.00. Final report on Phase 1. 49p. 1969.

A study was begun of the impact of Project JET (Jobs, Education, Training), a program of on the job training and literacy education for disadvantaged groups, on 187 participating companies in Buffalo, New York, during 1966-68. A questionnaire was devised for top managers, inplant project administrators, and a sample group of nonparticipating managers; a trainee questionnaire is also being developed. Problems have included the choice of interviewees and the risk of program discontinuation. These were among the observations and conclusions: (1) employees have incorrectly perceived JET's objectives; (2) problems have developed between trainees, their supervisors, and coworkers; (3) the system of two hours of tutoring and six hours of work is not the most suitable for many employers; (4) most JET trainees have a transportation porblem, and many were placed in jobs with limited opportunities for promotion or upgrading; (5) coordination with other manpower programs is inadequate. Nevertheless, Project JET is considered largely successful. Phase 2 of this study will concentrate on evaluating employer participation.

USE OF SIMULATION IN TRAINING DISADVANTAGED EMPLOYEES FOR SECRETARIAL POSITIONS. Jaffee, Cabot L. and Friar, Lorene. In TRAINING AND DEVELOPMENT JOURNAL; v23 n8 p30-34. August 1969.

In a program to train disadvantaged persons for secretarial positions, performance on in-basket exercises was rated on problem solving and other personal skills and attributes, and additional instruments were also used including a socioeconomic questionnaire, self-report questionnaire, written exercises, and evaluations across racial lines. Main findings included the following: (1) in-basket performance generally improved with training from the "questionable" to the "satisfactory" range; (2) race was an issue in choosing friends but not in evaluating secretarial competency; (3) in-baskets correlated somewhat significantly with typing and shorthand skills; (4) performance evaluations by instructors and by the girls themselves correlated almost exactly; (5) most trainees were performing satisfactorily after four months on the job.

WE KNOW WHERE TO START. Hallstein, Richard W. In TRAINING AND DEVELOPMENT JOURNAL; v23, n7 p32-33 July 1969.

If industrial trainers adhere to the basic learning principles that learning experiences should satisfy a need, involve activity, be arranged in logical sequence, be broken into small steps, be repetitive, and include knowledge of results, greater success will accrue from efforts to train the disadvantaged.

MIND, INC. SYSTEM APPROACH TO TRAINING HARD-CORE UNEMPLOYABLES. Kline, Bennett E. In TRAINING DEVELOPMENT JOURNAL; v23 n9 p18-21 September 1969.

MIND, INC. (Methods of Intellectual Development), an organization specializing in manpower development, uses magnetic tape operated IBM composing equipment to speed the preparation and updating of academic, vocational, and personal development course materials for hard-core unemployables of varying educational backgrounds. Programs are written by the Design

Division, and materials are prepared within the Editorial Production Group. Savings in both time and cost have been significant.

ORGANIZED LABOR'S ROLE IN THE MANPOWER FIELD. Rothman, Julius F. In NATIONAL ELEMENTARY PRINCIPAL; v48 n6 p69-74 May 1969.

EMPLOYING THE DISADVANTAGED: INLAND STEEL'S EXPERIENCE. Campbell, Ralph In ISSUES IN INDUSTRIAL SOCIETY; v1 n1 p30-41 1969.

Among the various approaches used by the Inland Steel Company in training ghetto youth for jobs, greatest promise has been shown by the Work Experience and Training Program initiated in 1965 at the Joseph T. Ryerson and Son plant, an Inland subsidiary located in the Lawndale (West Side) area of Chicago near the scene of the 1966 riots. Results must be evaluated in terms of three criteria: (1) meeting labor force needs of the company, (2) converting "unemployables" into successful job holders, and (3) efficiency. Results of this experiment were that the ratio of retentions to hires was disappointing; success in training the hard-core unemployed was fair; and the cost was very high. Complex factors may be causative in the failure of such programs; (1) length and type of training; (2) nature and status of work performed; (3) interpersonal environment of the workplace; (4) relationships between key personnel of the company and recruiters; and (5) motivation and attitudes of the trainees. The outcome of the approaches used by Inland suggests that more experimentation is needed, more insight, more sympathetic understanding, time and money than industry generally has been able or willing to provide up to this point.

CONSOLIDATED EDISON AND THE "HARD CORE." Luce, Charles F. In TRAINING IN BUSINESS AND INDUSTRY; v6 n3 p46-53 March 1969.

Consolidated Edison, with the cooperation of the Utility Workers Union of America, has provided training programs for the hardcore unemployed and high school dropout in New York City and Westchester County. The most recent on the job training program was Federally funded under the new Manpower Act, Title 3, and supplemented with an educational system, MIND, (Methods of Intellectual Development) for development in basic language and mathematics. Trainees received $1.87 1/2 per hour for 26 weeks including a full week of orientation and motivation, followed by 15 weeks of the MIND program. Program promotion involves tours of company plants to show job opportunities and presentations at area junior and senior high schools. Emphasis is placed on having a concerned supervisor of the MIND program, dwelling upon success experiences and obtaining feedback. Results have shown that these trainees are better new employees than other regularly hired employees, suggesting that similar orientation, motivation, and training would benefit all newly hired personnel.

MINORITY GROUP TRAINING IN SMALLER COMPANIES; A SUCCESSFUL PROGRAM AT OMAHA PUBLIC POWER DISTRICT. Murphy, Joseph P. In TRAINING AND DEVELOP-

MENT JOURNAL; v23 n1 p10-12 January 1969.

The Omaha Public Power District provides a work study program by means of which the participants (nine untrained, undereducated Negroes), obtain an eighth grade education and permanent jobs. Success of the program is attributed to the following: surety of a permanent job with a good wage; dedication of the Negro instructor; unlimited time and effort devoted by the training director; creation of a positive group feeling; and acceptance of the program and trainees by other employees.

TRAINING THE HARD-CORE UNEMPLOYED. Byars, Lloyd L. and Schwefel, Linda. IN TRAINING AND DEVELOPMENT JOURNAL; v23 n7 p48-51 July 1969.

Problems associated with hiring and training the hardcore unemployed include motivation, special training to overcome physical and psychological problems, provision of medical care and transportation, and preparation of the trainee to accept authority and function within a company. Sample porgrams in auto manufacturing, Lockheed, and International Harvester are reported.

EMPLOYING THE DISADVANTAGED FRAUGHT WITH CHALLENGES. Baird, Virginia W. In TRAINING AND DEVELOPMENT JOURNAL; v23 n7 p44-46 July 1969

The report of the conference at the Kellogg Center for Continuing Education, presented by the Personnel Management Program Service of Michigan State University of Labor and Industrial Relations and sponsored by the Michigan State Chamber of Commerce, focused on the necessity of management reorientation in hiring and training of disadvantaged workers. Special psychological reinforcement, and relevant training is necessary to keep the disadvantaged on the job, as well as thorough understanding and acceptance by other employees of the antidiscrimination policy of the company.

UNEXPECTED RESULTS WHEN TRAINING THE DISADVANTAGED. Van Brunt, Robert E. In TRAINING AND DEVELOPMENT JOURNAL; v23 n10 p22-26 October 1969.

Resistance by supervisors to minority training programs was overcome by exposure to other companies' problems and sensitivity training in the attitudes and porblems of poverty employees. Job hiring standards had been unrealistically high in view of the unexpectedly high scholastic achievement of prospective employees. Including older employees in planning increased morale and offset their resistance.

INDUSTRY LEARNS TO TRAIN THE HARDCORE. Peterson, Russell K. and Rash, Bryson B. In NATIONAL ELEMENTARY PRINCIPAL; v48 n6 p24-29 Mary 1969

WORKER AND WORK IN THE METROPOLIS. Drucker, Peter F. In NATIONAL ELEMENTARY PRINCIPAL; v48 n5 p32-43 April 1969.

PROCEEDINGS OF THE NATIONAL WORKSHOP ON THE URBAN POOR, MANPOWER AND CONSUMER POTENTIALS (MARCH 26-27). Chamber of Commerce of the United States, Washington, D.C. EDRS Order Number 026 587, price MF $0.75, HC $7.20. Also available from the Chamber of Commerce of the United States, 1615 H. Street, Washington, D.C. 20006 at $5.00. 145p. 1968.

The purpose of this workshop was to work out sound, practical means of promoting better intergroup communication in American cities and improving community action on hard-core unemployment and other problems of the urban poor. Frustrations and aspirations of ghetto people were illustrated in a film. Panel interviews and an audience question session were held with Negro youth leaders. Prepared papers, summaries, and remarks were offered on psychological, social, and other factors in urban unrest; the need for indigenous ghetto leadership; leadership through ghetto self-help in Detroit; manpower and consumer potentials of the urban poor; recruiting and job coaching of the hard core unemployed in Chicago; and accommodating employer entry job requirements in Missouri. The document includes research data on 17 indicators of future urban violence in several dozen high probability cities; and statistical data on labor force trends, variation in unemployment rates; and statistical data on labor force trends, variation in unemployment rates, incidence of poverty, proportions of Negroes in major cities and regions, educational attainments of Negroes, occupations of nonwhites, income growth and distributions, and consumer expenditures.

THE ROLE OF FORMAL EDUCATION AND TRAINING IN MANPOWER DEVELOPMENT. Stanley, Miles C. and others. In MANPOWER DEVELOPMENT IN APPALACHIA, edited by Frederick A. Seller and Robert W. Miller. Available from Frederick A. Praeger, 111 Fourth Avenue, New York, New York 10003. 50p. 1968.

In this section of a larger work on manpower development, a West Virginia labor leader, a former university president, and the Under Secretary of Labor examine the present and potential relevance of formal education and training. Criticizing the inability or unwillingness of educational institutions to adapt to the needs of disadvantaged youth and adults, the labor leader calls for a reexamination of present approaches to elementary, secondary, and higher education in Appalachia. The second author asserts that American universities can and should exercise leadership in manpower development and planning by providing for research and experimentation, agricultural extension in depressed rural areas, improved cooperation with the public schools, and an expansion of continuing education. The Under Secretary of Labor urges more adequate integration of Federal efforts with those of other institutions and agencies engaged in manpower development, suggests that educational institutions be made more relevant to the world of work and more responsive to the problems of dropouts, and calls upon labor to assume leadership in efforts to alleviate unemployment.

WHAT CAN YOU DO ABOUT THE HARD-CORE UNEMPLOYED? Research Institute of American, New York, New York. EDRS Order Number ED 029 091, price MF $0.50, HC available from the Research Institute of America, 589 Fifth Avenue, New York, New York 10017, price $4.00. 84p. June 1968.

American business has received a challenge from the federal government in a national experiment to find jobs for 500,000 "unemployables." The major purpose of this descriptive report was to develop hard facts for use by business men in making decisions concerning participation in the program. The content includes sections on: (1) Who are the Hard-Core, (2) The Ingredients for Success, (3) The Problem of Recruiting, (4) Screening, Interviewing and Testing, (5) A Candid View of the Training Problem, (6) Anticipate Personal Problems, (7) Getting Help from the Government, and (8) Industry and the Community.

LITERACY TRAINING AND JOB PLACEMENT OF HARD-CORE UNEMPLOYED NEGROES IN DETROIT. Patten, Thomas H., Jr., and Clark, Gerald E., Jr. Wayne County (Michigan) Bureau of Social Aid. University of Detroit, Sponsors. in THE JOURNAL OF HUMAN RESOURCES; v2 n1 p25-36 Winter 1968. 22p.

In 1965 a study conducted to test the relative effectiveness of the use of the initial teaching alphabet and traditional orthographic approaches to reading among 53 hard-core, functionally illiterate, unemployed persons (largely Negroes) in Detroit, found differences in the appropriateness of the two mediums. A followup study in spring of 1966 was conducted to determine job placement and general social adjustment of the participants; six had obtained jobs and many of the remainder were continuing the literacy training programs. It was also found that extended joblessness still existed and achievement of literacy and job placement remain distant goals for the hard-core unemployed, corroborating research conducted in other cities and at different times.

THE MEXICAN-AMERICAN CURRICULUM STUDY. REPORT OF A COUPLED BASIC EDUCATION-ON-THE-JOB TRAINING PROGRAM FOR MONOLINGUAL MEXICAN-AMERICANS. Lopez, John K. California State Department of Education, Sacramento, Bureau of Industrial Education, California University, Los Angeles, Division of Vocational Education. EDRS Order Number ED 028 853, price MF $0.75, HC $9.15. 181p. 1968.

A curriculum study of Basic Education and On Job Training program for disadvantaged, monolingual Mexican Americans is evaluated. Types of activities implemented for adults (such as English language skills, arithmetic skills, and pre-vocational training) are studied, as well as results and observations. Information is included which was obtained from administrators, instructors, and trainees of the 7 basic education projects, supplemented by employer interviews and information supplied by community organizations selected by the Department of Labor as On Job Training contractors. Recommendations included (1) that serious consideration be given to increasing the basic education period, and (2) that employers continue the educational process started by the project.

BUSINESS RECLAIMS HUMAN RESOURCES. Burck, Gilbert. In THE NEGRO AND THE CITY, published by Time-Life Books, Inc. 19p. 1968.

Various business sponsored projects recruiting and training disadvantaged Negroes for jobs in private industry in selected cities (e.g. Los Angeles, Indianapolis, Newark, Detroit) are examined, and recruitment and training problems are discussed.

TEN TO FIGHT A WAR, VOCATIONAL TRAINING IN THE ANTI-POVERTY PROGRAM. Gottesfeld, Harry. EDRS Order Number ED 018 731, price MF $0.25, HC $0.40. 8p. 1968.

Despite problems in funding and administration, the Antipoverty Program has created new leaders in the ghettoes, developed new skills for the poor, and contributed to self-confidence and personal initiative. For example, in conjunction with an East Harlem antipoverty project, ten local residents (Negroes and Puerto Ricans) were trained as research aides in a Federally funded six week program. The training was comprehensive, and the rewards and importance of the position were emphasized. Morale, self-esteem, and work performance were good both during training and afterwards. A followup on the aides a year and a half later revealed educational and career progress in almost every instance.

EMPLOYMENT PROBLEMS OF MEXICAN AMERICANS AND INDIANS. RECOMMENDATIONS AND OBSERVATIONS MADE AT THE SOUTHWEST EMPLOYER CONFERENCE ON MEXICAN AMERICAN AND INDIAN EMPLOYMENT PROBLEMS (ALBUQUERQUE, NEW MEXICO, JULY 10-12, 1968). Interagency Committee on Mexican American Affairs, Washington, D.C. National Citizen's Committee for Community Relations, Washington, D.C. Plans for Progress, Washington, D.C., Sponsors. EDRS Order Number ED 028 887, price MF $0.75, HC $6.90. 136p. 10 July 1968.

The conference brought together 250 industrialists and management officials, representatives of state, local and Federal government agencies, and leaders of the Mexican American and Indian communities. The purpose of the conference was to explore and outline attempts at a solution to discrimination and under utilization of talent, as well as discuss how to put disadvantaged members of the two largest minorities in the Southwestern States into productive employment. Excerpts from more than a dozen individual addresses and highlights of 15 panel discussion sessions were included in the conference report. Topics discussed during the conference included: (1) Creating New Plants in New Places; (2) Sources of Funds for Training Programs; (3) Developing Union-Industry Cooperation on Minority Problems; (4) Bringing Vocational Education into Line with Industry's Needs; (5) Industry's Stake in Improving Local Education; and (6) Communicating with the Barrio and the Reservation: The Myth and the Reality.

INDUSTRIAL RELATIONS RESEARCH ASSOCIATION SPRING MEETING, SESSION I. Corning, R.V. and others. In LABOR LAW JOURNAL; v19 n8 pp453-74. From Industrial Relations Research Association Proceedings of the 1968 Spring Meeting. 22p. August 1968.

This group of six papers deals with employment opportunity programs for urban disadvantaged minority groups run by business. The problems found by the firms include the difficulty of recruiting outside employees because of urban conditions, the amount of training and attitudinal change required of unskilled labor, and the slowness of the pace of introduction of technical innovations to avoid conflict. Among the programs discussed were (1) the Vocational Guidance Institutes, sponsored by the business group Plans for Progress, (2) Camp Kilmer Job Corps Center, (3) and the Opportunities Industrialization Center in Philadelphia, supported by the Chamber of Commerce.

EFFECTIVELY EMPLOYING THE HARD-CORE. (AN AID TO COMPANIES JOINING THE GROWING EFFORT OF INDUSTRY TO HELP RESOLVE BASIC SOCIAL PROBLEMS). National Association of Manufacturers, New York, New York. Urban Affairs Division. EDRS Order Number ED 026 517, price MF $0.25, HC $1.95. Also available from Distribution Services, National Association of Manufacturers, 149 East 26th St., New York, New York 10010, price $1.00. 37p. 1968.

Recently members of the research staff of the Urban Affairs Division of the National Association of Manufacturers traveled around the country and met the key company representatives responsible for their organizations' ongoing hard-core employment programs. This document reports, in synthesized form, the information gained about effective procedures companies have used to employ chronically unemployed, unskilled and undereducated citizens. It was observed that even though the problems of disadvantaged ghetto residents vary and the programs to employ them vary, there are commonalities in the various approaches that can be instructive to employers who are developing programs for the employment of the hard-core unemployed.

TRAINING AND JOB CREATION - A CASE STUDY. Marowitz, Steven. In LABOR LAW JOURNAL; v19 n8 pp488-496 August 1968.

An evaluation of the performance of the Concentrated Employment Program (CEP) in Houston, Texas reveals its shortcomings and difficulties to lie in part with its inability to recruit adequate numbers of men, weak placement and followup, and the lack of interest of the local "establishment" (including the Texas Employment Service) toward the program. Experience in Washington, D.C. has been much the same.

MANPOWER AND ITS EDUCATION AND TRAINING. Horowitz, Morris and others. Available from Industrial Relations Research Association, Social Sciences Building, Madison, Wisconsin 53706, price $5.00. In Proceedings of the 20th Annual Winter Meeting of the Industrial Relations Research Association, Washington, D. C. 45p. December 28-29, 1967.

This section of the Proceedings of the 20th Annual Winter Meeting of the Industrial Relations Research Association consists of three papers on aspects of manpower education. A Boston study on training of tool and die makers sought to ascertain which of several identifiable training paths was most productive in terms of worker performance. It found that factors other than training are probably important determinants of ability and that large differences of quality and effectiveness existed in training. The second paper, seeking to determine the effectiveness of Federal vocational retraining programs in attaining their legislative goals, found that while training did produce results, the programs were not reaching their goals for training the disadvantaged, especially in terms of on the job training. The Connecticut study, seeking to discover the actual trend in retraining benefits and how trainee characteristics affected them, found that "vestibule retraining" yielded substantial average long-term benefits, and that the age of the trainee was a significant variable.

A PILOT STUDY OF THE OPPORTUNITIES INDUSTRIALIZATION CENTER, INC. OF PHILADELPHIA, PENNSYLVANIA. Greenleigh Associates Inc., New York. PB-176-363, Clearinghouse for Federal Scientific and Technical Information. Microfiche $0.65, HC $3.00. 151p. 30 August 1967.

A 1967 pilot study of the Opportunities Industrialization Center, Philadelphia, Pennsylvania, examined administrative structures and functions, program components, participant characteristics, relationships with employers, employment services, and other pertinent community groups and agencies, and the impact of the program's self-help philosophy on trainees during training and after placement. A liberal trainee selection policy, and notable successes in motivating unskilled, undereducated, relatively young persons among the hard core unemployed (largely Negro) to pursue training for industrial employment, represented a distinctive contribution to manpower training. The key element was the feeder program of prevocational training, OIC's largest program. Major program weaknesses lay in job referral practices, lack of time for staff consultation and planning, unsuitable division of authority and responsibilities, poor liaison between job developers and industrial and labor relations officers, limited ability of trainees to meet production requirements, and inconsistent reporting.

HOW COMPANIES ARE HELPING THE UNDEREDUCATED WORKER. Gassler, Lee S. Reprint from PERSONNEL, July/August 1969. Available from American Management Association, Inc., 135 West 50th Street, New York, New York 10020. 12p. 1967.

In 1966, Eastman Kodak, which was already conducting special training for undereducated workers, enlisted the services of the Board for Fundamental Education (BFE) in adult basic education. The BFE used its System for Success, designed to raise students four grade levels within 150 classroom hours. Candidates were chosen by standardized test results and by high motivation, disadvantaged background, current unemployment or underemployment, and underachievement or incompleteness in formal education. The BFE method entailed elimination of the usual competitive classroom stiuation, use of symposium type classes, intense student involvement, regular assurances of progress, flexibility, and high-interest material. Trainees entered one of five industrial training programs, including up to 120 hours of leading to Level I (grade 5 level) and Level II (grade 8 and beyond). Some regular employees have also participated. Average reading gains have been 1.4 years for trainees and 2.7 years for regular employees; average arithmetic gains, three years and four years, respectively. The dropout rate has been under 25%.

READING SPECIALISTS IN AN OCCUPATIONAL TRAINING PROGRAM. In THE READING TEACHER; v20 p525-31. Stauffer, Russell G. and Cramer, Ronald L. 9p. March 1967.

This 1964-65 language arts program at the Manpower Development Training School MDT in Wilmington, Delaware, was set up to train teachers in language arts methods, techniques, and materials, with emphasis on reading, and to develop an instructional program for MDT trainees in basic spelling, writing, and reading skills. The pilot project recruited 6 college graduates and one high school graduate, who then attended lectures and discussions followed by classroom demonstrations and supervised practice. Likewise, lectures, reading, and discussion, followed by demonstrations and practice, were used in instructing the trainees. Spelling lists, accounts of personal experiences, vocabulary building, written exercises, and the Rochester Occupational Series (textbooks dealing mainly with skills needed to find and hold a job) were used to link formal instruction with occupational training. Despite the brevity of the course and some irregularity in attendance, many trainees showed gains of 2 or 3 years in reading achievement.

SPECIAL EXTENSION EDUCATION FOR SECRETARIAL AND AGRICULTURAL WORKERS. FINAL REPORT. Loyola University, New Orleans, Louisiana. Institute of Human Relations. EDRS Order Number ED 029 129, price MF $0.50, HC $4.65 91p. April 1967.

To provide occupational training to disadvantaged groups, a 6-month experimental program was conducted for 150 men and women to: (1) stabilize the rural community, (2) turn technological advancement into opportunity for area residents, (3) obtain information about racially related training and employment problems, and (4) stimulate other groups to solve human resource development problems. Some findings and conclusions as a result of conducting programs in two clerical centers and one equipment maintenance and operation center were: (1) A racially integrated program can be effective in communities with strong traditions of white supremacy, (2) Underprivileged rural dwellers can be trained to become productive members of society, (3) Community business leaders should be involved early in the training, and community advisory boards should be created to assist in job development and job placement, (4) 68 of 86 clerical and 26 of 48 agriculture equipment maintenance and operation students were placed, (5) The training period should allow enough time to realistically achieve job oriented goals, (6) The curriculum and methodology should be designed to provide an early sense of achievement, and (7) after the training period communication with students should be continued.

JOB TRAINING THROUGH ADULT EDUCATION, A SECOND CHANCE FOR THE NEGRO AND THE COMMUNITY. Blum, Albert A. and Schmidt, Charles T., Jr. Chapter 17 in EMPLOYMENT, RACE, AND POVERTY. Ross, Arthur M. and Hill, Herbert, editors.

Published by Harcourt, Brace and World, New York. EDRS Order Number ED 019 561, price MF $0.25, HC $0.90. 16p. 1967.

To break the cycle of inferior education and unemployment which makes many Negroes members of a disadvantaged class, good education for children must be accompanied by education and job training for adults. Human relations commissions, school systems, Negro leaders, and community action programs have usually failed to provide programs to upgrade the Negro labor force. Yet job training has been successful under certain conditions--when based in the community and resulting from Negro pressure and aspiration, when related to the needs felt by the Negro poor themselves, and when trainees become employed. A successful program has be the Trade Union Leadership Council in Detroit which has within two years trained and placed about 600 persons. It has been sponsored and staffed by volunteers, financed by local contributors, and used the Negro community both as source of students and of funds, ideas, staff, and leaders. A similar program in Philadelphia is the Opportunities Industrialization Center. A promising program being developed in Detroit is the Total Action Against Poverty, a neighborhood-oriented, comprehensive community action program placing high priority on job training for adults.

TRAINING PUBLIC WELFARE CLIENTS FOR EMPLOYMENT. In PUBLIC WELFARE; v25 n2 p122-128. Rippeto, Robert D. 7p. 1967.

The Vocational Services Program of San Mateo County, California has been established for the purpose of identifying public assistance recipients who are employable and are ineligible for training by other organizations, motivating them for work, teaching the skills needed in the current labor market, and helping them to find jobs. Vocational and employment counselors, social workers, and a medical consultant are among the staff. Various types of training have been developed which simulate, as nearly as possible, actual working conditions. Training is provided for such persons as clerical workers, nurse's aides, assembly workers, and building maintenance men. Individual and group counseling and literacy training are important aspects of the program. An advisory committee of representative citizens, volunteers from community groups, industry, labor unions, and schools, help with the planning and development of the program, securing support for new services and interpreting the program to the community.

PUTTING THE HARD-CORE UNEMPLOYED INTO JOBS (REPORT OF THE BUSINESS-CIVIC LEADERSHIP CONFERENCE ON EMPLOYMENT PROBLEMS, CHICAGO, ILLINOIS. JUNE 5-7, 1967. PART I CONFERENCE SUMMARY. PART II CASE STUDIES. National Citizens' Committee for Community Relations, Washington, D.C. Department of Justice, Washington, D.C. Community Relations Service. United States Government Printing Office, Order Number 0-284-807 and 0-284-808, price $0.35 and $0.65. 143p. 1967.

Part 1 of this conference report on employing the hard-core unemployed asserts the urgency of action by business and industry to meet employment problems, and presents examples of more active recruitment and liberalized hiring and placement practices, employer-sponsored education and training, efforts by employers to take action on transportation, housing, vocational education, health and welfare and other community social problems. Part 2 describes company programs of recruiting, testing, training and motivation, employer-community job programs, organizations of businesses and communities, and the use of special tools and techniques; such companies as North American Aviation and such communities as Los Angeles, Pittsburgh, Chicago, Boston, Buffalo, Newark, and Huntsville, Alabama are included.

EFFECTS OF GENERAL EDUCATION IN MANPOWER PROGRAMS. In JOURNAL OF HUMAN RESOURCES; v1 n1 p39-44, Summber 1966. Brazziel, William F. 6p. 1966.

A study was made to identify, in the posttraining performance of two groups of graduates of a training program, differences that might be attributable to basic education experiences. Ninety men--45 in each group (combined general and technical education, Group A, and technical education alone, Group B)--completed Manpower Development and Training Act courses in Norfolk, Virginia. Group A enrollees spent half of each day receiving systematic instruction in reading improvement, language arts, number skills, occupational information, and human relations skills, and half of each day learning a technical skill. Group B spent half of each day in technical classes plus an hour a day in supervised (but not guided) study. Two control groups were also provided. In follow-up interviews a year after training, Group A trainees were found to surpass Group B in terms of employment (95 percent versus 74 percent), average weekly wages ($83 versus $71), promotions on the job (31 percent versus 25 percent), occupational mobility, variety of means used to seek employment, and rapid gains in academic and technical ability.

THE DEVELOPMENT OF PRE-VOCATIONAL EDUCATION LITERACY COURSES FOR USE WITH COMPUTER ASSISTED INSTRUCTION OF DISADVANTAGED YOUTH AND ADULTS. TECHNICAL PROGRESS REPORT. Hankin, Edward K and others. Florida State University, Tallahassee. EDRS Order Number ED 015 230, price MF $0.25, HC $0.35. 5p. 15 September 1966.

THE TUSKEGEE EXPERIMENT IN ADULT TRAINING. Torrence, Preston E. In ADULT LEADERSHIP; v12 n3 pp83-84, 96. 3p. September 1966.

Tuskegee Institute, supported by the United States Department of Labor's Office of Manpower and the Department of Health, Education and Welfare, initiated an experimental program in rural adult education. The 12 month program sought to counsel, train and place in jobs, 180 men. These were responsible to farm families with incomes under $1200 a year, were intellectually below grade 8, unemployed, underemployed, or unemployable. Of the trainees, 91 lived on campus and 89 commuted. They were instructed in communication and number skills, given extensive personal and vocational counseling, and taught meat processing, carpentry, brickmasonry, or farm machinery repair. Of the 166 who completed training, 135 were employed at an average wage of $2.60 an hour within four months. Employers reported over 90 percent getting along well. Half of the trainees reported that their training was sufficient for their jobs. The author recommends that trainees be grouped by learning potential and be in residence during training. He suggests detailed coordination of basic and technical skills, and counseling for families as well as for trainees.

TEXAS ADULT MIGRANT EDUCATION. Texas Education Agency, Austin. EDRS Order Number ED 015 361, price MF $0.25, HC $0.65. 11p. January 1966.

The Texas Office of Opportunity has devised a program to meet the educational problems of the migrant laborer. Basic education provides reading, writing, and English instruction, citizenship and safety education. Occupational training for jobs such as appliance and mechanical repairing, food service, and in building and metal trades is provided.

SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT, AN EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT. Geoffray, Alice R. St. Mary's Dominican College, New Orleans, Louisiana. EDRS Order Number ED 015 311, price MF $0.75, HC $8.40. 166p. 1966.

Ninety disadvantaged white and Negro female trainees, 18 to 44 years of age, were given 950 hours of instruction in typing, shorthand, business speech, and ancillary courses during a 24-week period. The experimental phase of the program consisted of developing economically feasible group techniques for teaching business speech to adults whose substantard regional speech patterns constituted an obstacle to employment in the stenographic and secretarial field and demonstrating that business speech training with group techniques will increase employability. The techniques consisted of adaptations of accepted practices in speech therapy, adaptations of foreign language methodology, and classroom practices for teaching public speaking. Of 86 enrollees who completed the course, 97 percent were employed in business offices. Interviews with emplo ers before and after the trainees were placed as clerk-typists, stenographers, and secretaries, showed that business speech training increased employability for almost all of the trainees. Brief outlines of the six units, their specific goals, analysis of methods used, and the degree of goals achievement are included.

NEW FIELDS OF EMPLOYMENT AND VOCATIONAL TRAINING FOR OLDER WORKERS. PANEL AND WORKSHOP V. Ash, Lane and others. In PROCEEDINGS OF THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER, Washington, D.C. January 17-19, 1966 pp222-266. EDRS Order Number ED 017 786, price MF $0.25, HC $2.50. 48p. 1966.

Opportunities for training older adults in occupations have been made possible by recent federal legislation. Under the sponsorship of the University of Oklahoma, programs were started in 20 rural communities to train older women as visiting homemakers. Local agencies organized the course and recruited the trainees, the home economics agent taught the classes, and certificates were awarded. Twenty-one percent were hired by families or in nursing homes. The state employment service of California abolished the concept of job qualifications in relation to age and created new jobs, such as family aides, senior home repairers, and custodians. Under contract with the Office of Economic Opportunity, the National Council on the Aging set up four model programs, concentrating on the creation of new jobs in community action programs--subprofessionals in community services, Foster Grandparents, and contact persons in Operation Medicare Alert (now funded as a national program). These new kinds of employment should be institutionalized with guarantees of year-round employment, a good wage, and Social Security coverage.

SECURING SKILLS NEEDED FOR SUCCESS, COMMUNITY JOB RETRAINING FOR NEGROES. In MANAGEMENT OF PERSONNEL QUARTERLY, v5 n3 p30-35, Fall 1966. Blum, Albert A. and Schmidt, Charles T., Jr. 6p. 1966.

A survey of the present status of efforts made to encourage and administer programs for training unemployed Negroes by human relations commissions, school systems, unions, and business has been presented. Most groups have concentrated their resources on gathering statistics, conducting research, or pressuring for equality in hiring practices, training, housing, and public accommodations. Negro leadership should play a major role in determining needs that should be met in training programs, and provide many of the personnel to administer and instruct them. It has been suggested that a people's college for the poor be founded, taking into account the special problems of the Negro and planning training with their cooperation. Communities must develop an over-all antipoverty and antidiscrimination program, with the commitment of the white power structure, Negro involvement, development of programs by the school system, and the support of unions and business. Several programs have been established in Detroit and New York that partially serve these aims.

REACHING OUT TO FIND AND MOTIVATE THE HARD-CORE UNEMPLOYED OLDER WORKER. In PROCEEDINGS OF THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER, Washington, January 17-19, 1966, pp75-120. Baker, Ruth D. and others. 48p. 1966.

This panel and workshop session presented 4 panelists. R. D. Baker, Director, OMPER Project GROW, spoke on "The Selection and Training of Recruiting Staff," dealing with the generalities that may apply to more than one experimental and demonstration project and applied in Project GROW (Growth for Rural Older Workers). F. Miller, Director of the Feeder Program for Opportunities Industrialization Center in Philadelphia, discussed the topic "Neighborhood Church Volunteers as Recruiters." W. Aramony, Director, United Community Service of St. Joseph County, Indiana, spoke on "The Worker Advisers of Project ABLE, South Bend, Indiana," giving a few case studies. H. M. Howard, Professor of Industrial Education, Tennessee A & I State University, spoke on "Mobile Recruitment," in Tennessee.

AGE RESTRICTION IN HIRING, SOME EFFORTS TO OVERCOME THEM. Graveel, Jules, Chairman. In PROCEEDINGS OF THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER, Washington, D. C., January 17-19, 1966, pp436-490. 57p. 18 January 1966.

Efforts to overcome age restrictions in hiring described in the session include a study conducted of employers' personnel practices with regard to age, the demonstration project in Baltimore in on the job training for older workers in industry, the MDTA retraining program carried out in South Bend, Indiana, after the shut down of the Studebaker plant in 1963, and the role of legislation in combatting age discrimination.

DEMONSTRATIONAL FEATURES OF THE TUSKEGEE INSTITUTE RETRAINING PROJECT. VOLUME 1. Tuskegee Institute, Alabama, EDRS Order Number ED 022 083, price MF $0.75, HC. $7.50. 148p. 1 September 1965.

This 52-week Tuskegee Institute project, undertaken in 1964 to train a sample of culturally deprived male heads of households in Alabama, included vocational skills (brickmasonry, carpentry, farm machinery, and meat processing), academic skills (mathematics, English, and remedial reading), group, individual, and family counseling, medical care, and job development, placement, and followup services. Fifty percent of the trainees, almost all aged 21-50, were grouped by learning potential, and special academic courses were designed for each skill. Lectures, films, and field trips were also provided. Trainee autobiographies, class day and graduation activities, exhibits, participation in high school equivalency examinations, and the job placement rate (121 out of 166 by September 1965) were generally indicative of program success. Resident trainees performed significantly better, had less absenteeism and fewer personal problems, and showed more regard for personal characteristics, than nonresidents.

REEDUCATION OF THE UNEMPLOYED AND UNSKILLED WORKERS; COOPERATIVE RESEARCH PROJECT NO. D-054, 1964. Brooks, Lyman B. and others. Virginia State College, Norfolk, Virginia. 170p. 1964.

A twelve month research program demonstrated and evaluated certain principles of teaching and learning evolved from adult education research, in recruitment and training of the unskilled and unemployed worker. Recruitment through community organizations and mass media, resulted in 100 men of varied educational work experience, and economic backgrounds, participating in training activities. Group A was involved in a general education program which included language arts, number and reading skills, human relations and occupational skills, integrated with a technical education program. Group B only participated in a technical program, while groups C and D were control groups. Effects of the different programs included superiority of group A in a greater percentage of higher pay, promotion, and job satisfaction. It was also found that general education contributed in utilization of a larger variety of employment seeking techniques and greater increase in IQ. It was concluded that trainees accepted and profitted from counseling when it was directed toward learning and personal development and that trainee involvement and individual guidance in solution of problems improved attitudes that affected employability.

RETRAINING OF THE UNDERPRIVILEGED, THE JOB CORPS AND PROGRAMS FOR WELFARE

RECIPIENTS. In RETRAINING THE WORK FORCE; AN ANALYSIS OF CURRENT EXPERIENCE. Hoos, Ida R. University of California Press, Berkeley, California 94720. pp166-194. Price $6.00. 29p. 1967.

This study assesses Job Corps curriculum and facilities for basic orientation and education of unemployed, disadvantaged, poorly motivated youth, and reviews training programs for welfare recipients in Santa Clara and Alameda Counties, California. Observations of selected Job Corps centers revealed superior physical facilities but less than satisfactory human relations. Santa Clara County undertook vocational rehabilitation, remedial education, and placement of over 2800 persons during 1964-65, with favorable results in job placements and reduced welfare costs. The Alameda County program ("Operation Self-Support") provided vocational rehabilitation (literacy classes, job preparation classes, trade courses, county work projects, outside openings) for about 800 clients, including many Aid to Needy Children (ANC) mothers. The 8 case histories from the Alameda County job preparation classes include evaluations by trainees, and highlight such problems as substandard education, low employment skills, poor mental and physical health, and child care needs.

PROJECT MACTAD, MOBILE AREA COMMITTEE FOR TRAINING AND DEVELOPMENT. PERIODIC REPORT. Gilliard, R. W. and others. Mobile Area Committee for Training and Development, Inc., Alabama. EDRS Order Number ED 022 032, price MF $0.25, HC $2.70. 52p. 1968.

The project was created to train the unemployed and underemployed in the Mobile area in skills qualifying them for jobs in Alabama's expanding industrial complex. Developments in the administration, recruiting, counseling, community service, training, job development and placement and followup of the project from January 1, 1968 through February 29, 1968 are presented. A program of dissemination was instituted to inform the community of the objectives of the Project and to establish rapport between local businesses, industry, and the community. Additional white staff was employed while effort was made to serve the entire community by recruiting and training both white and Negro persons. A total of 120 persons were enrolled in dry cleaning, shipfitting, welding, auto service mechanics, and diesel mechanics. New courses were added to replace those inadequate because of lack of job placement opportunity and low salaries. Prevocational training to include basic and remedial education, citizenship, work habits, and job responsibilities, and assistance in solving health and other problems are needed. Job development and placement was being strengthened by employer contacts, curriculum and worker analyses to identify weaknesses, and information dissemination. So far, there has been considerable difficulty in locating Project graduates in related jobs in the Mobile area.

MDTA MEDICAL CLERICAL MULTI-OCCUPATIONAL TRAINING PROGRAM 1965-1966. Swadesh, Nancy. San Francisco Unified School District, California. Adult and Vocational Division. 191p. September 1968.

The 72 week Manpower Development and Training Act (MDTA) program (NO.5209) of general education instruction and specialized training in the San Francisco-Oakland area had as it sgoal to provide clerical training for unemployed disadvantaged persons so that they could better compete for jobs in medical facilities. Three stages of training included basic education (44 weeks), medical orientation (four weeks), and specific medical skills including on the job training (20 weeks). MDTA stipends were available for those who had been employed the previous two years, while others continued receiving assistance from the welfare department. Curriculum included English, mathematics, typing, social sciences, human relations and science. A testing program was designed to provide grouping, to show participant strengths and weaknesses, and to measure progress. Participant data were tabulated for age, race, family patterns, finances, housing, nutrition, health, transportation, and recreation. Approximately 30 trainees dropped out immediately, while 65 received completing certificates, and 54 received high school diplomas. Two follow-up surveys showed that fewer jobs existed in the medical field than anticipated, and many students found jobs in other fields. Four returned to welfare rolls.

RETAINING AND UPGRADING OF DISADVANTAGED WORKERS. Hearns, Jackie P. and others. Part IX of the Proceedings of the Twenty-First Annual Meeting of the Industrial Relations Research Association, December 29-30, 1968. 29p. Available from Industrial Relations Research Association, Social Science Building, University of Wisconsin, Madison, Wisconsin 53706, price $5.00.

This section of the 1968 proceedings of the Industrial Relations Research Association, examining three projects training low skilled or previously unemployed workers, stresses business and union responsibility. The experience of Black workers in the Chicago JOBS NOW project indicates that disadvantaged workers modify their behavior become cooperative and work-motivated to the degree that company personnel adapt their behavior to become actively concerned and involved with the workers. Such high support is positively correlated with low turnover. The High Intensity Training approach, aimed at upgrading low-skilled workers in New York City, stressed brief training, using techniques offered free to employers if they provided training time and made a commitment for those completing training. The National Alliance of Businessmen/AFL-CIO "Buddy System" Program, aimed at hard-core unemployed in six cities, involved identification of a trained voluntee peer-worker in the plant, who would play a supportive role to assist industry, the new employee, and the union, to solve the problem of retention. In all of these projects, human relations was a major training component.

IV. PARAPROFESSIONAL AND NEW CAREERS PROGRAMS

UP FROM POVERTY; NEW CAREER LADDERS FOR NONPROFESSIONALS. Reissman, Frank and Popper, Hermine I. Available from Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016, price $7.95. 332p. 1968.

The 23 essays in this collection (1) discuss the movement to provide careers for poor nonprofessionals as an economic and social reform, (2) describe new careers occupations in social welfare, education, the health services, corrections, and industry, and (3) offer guidelines for designing new careers occupations and for training nonprofessionals.

THE SUBPROFESSIONAL, FROM CONCEPTS TO CAREERS. Lynton, Edith F. National Committee on Employment of Youth, New York. Available from The National Committee on Employment of Youth, 145 East 32nd Street, New York, New York, 10016. 177p. 30 September 1967.

This is the report of a conference whose prim[illegible]purpose was the consideration of how to move the employment of subprofessionals from concept to greater actuality. Conceptual problems which arose included definition of the term "subprofessional," the career concept, and the goals of subprofessional employment. The difficulties encountered in developing a model pointed out the need for more creative approaches to manpower usage. Obstacles to subprofessional careers range from broad ideological issues to specific personnel practices. Discussions of the issues of supply reaffirmed the importance of developing well defined subprofessional models. The responses elicited from conference participants by three panelists exploring the theme "Where do we go from here" are summarized. Recommendations are made for new models, overcoming resistance, and augmenting resources. Advance papers for the conference explored: (1) current levels of understanding, (2) the current status of permanent subprofessional employment, (3) education and careers in human service, (4) the Community Action Program Model and (5) selected models of subprofessional careers.

IMPLEMENTING NONPROFESSIONAL PROGRAMS IN HUMAN SERVICES. MANPOWER TRAINING SERIES. Schmais, Aaron. New York University, New York, Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003, price $1.00. EDRS Order Number ED 018 648, price MF $0.50, HC $4.60. 90p. 1967.

Specific processes for utilizing nonprofessional employees in human services are presented. The background, current status, and problems are discussed. The elements considered are recruitment, screening and selection, training, placement, supervision, upgrading and evaluation. Examples of nonprofessional positions include the case aide in social welfare programs, the community (neighborhood) health aide, the school aide, the group aide in youth agency programs, and the housing aide. A job continuum model shows how the creation of nonprofessional jobs can provide opportunities for the currently untrained, allow them to advance to new levels of specialization and restructure the role of the professional so he functions at a level appropriate to his training and experience: (1) The nonprofessional who performs clerical, supportive, and routing activities, (2) The specialist or upgraded nonprofessional who performs tasks that specifically reallocate and redefine professional activities, and (3) The "new career line" employee who works with the professionals on a team basis. To afford permanent status to nonprofessional programs and make them integral parts of the total human services spectrum, (1) large scale programs must be instituted in public agencies such as health, education, and welfare, (2) smaller demonstration and research efforts must be funded to explore new approaches for dealing with problems, (3) training systems for all personnel at all levels must be constructed, (4) legislation supporting the training must be continued, and (5) certain limiting factors must be exposed and remedies proposed.

GUIDE TO FUNDING NEW CAREER PROGRAMS. Gould, Richard J. New Careers Development Center, New York, New York. EDRS Order Number ED 028 284, price MF $0.50, HC $4.40. 86p. July 1968.

The guide is intended to provide information relevant to funding authorizations available to the New Careers promoted. The first section presents principles for an effective funding strategy: (1) expanding the support base by innovative examination of legislation, (2) capitalizing on available funding patterns through understanding the new career model's potential for meeting th eligibility criteria of different grant scorees, (3) exploring the focus of the program so that it qualifies for funds in one or more human service fields, (4) developing alternative unrelated authorization, (5) building the element of time lag into the funding plan to allow for delays resulting from program and funding negotiations, and (6) developing strategies for operation without supplemental funds including provision for transferring freed and underutilized funds. The second section discusses briefly legislation which was pending as the guide was being prepared. The third section is a legislative summary of funding sources. The fourth section presents selected new careers funding patterns in education, health, housing, "multifield" and welfare.

NEW CAREERS: A MANUAL OF ORGANIZATION AND DEVELOPMENT. Klein, William and others. University Research Corp., Washington, D. C. Information Clearinghouse. EDRS Order Number ED 025 471, price MF $0.25, HC $1.05. Also available from New Careers Institute, University Research Corp., 1424 16th Street, N.W., Washington, D.C. 20036. 19p. September 1968.

Based upon material drawn from experimental programs at Howard University Institute for Youth Studies (1964-67), this manual is intended for those wishing to train workers as nonprofessionals in the human services (health, education, mental health, recreation, child care, research, and community organization) and is designed to be used with SP 002 033, SP 002 034, SP 002 035, and other related curriculum manuals on specific occupational and skill areas. While the manual is predicated upon core-group training, i.e., all trainees receive a base of common generic training, the authors nonetheless recommend the manual, on the basis of its generic approach, for training programs not using the core-group model. Five major topics are covered: (1) the nonprofessional worker in human services; (2) job development; (3) qualifications, recruitment, and selection (trainee qualifications and the recruitment and selection processes); (4) training (training methods, training content, relationships with employing agencies, duration and completion of training, training guidelines, and training problems); and (5) research and program evaluation (the purposes and nature of evaluation, the duration of evaluative studies, and the research staff).

NEW CAREERS FOR THE POOR, THE NONPROFESSIONAL IN HUMAN SERVICE. Pearl, Arthur and Reissman, Frank. Free Press, New York. 281p. 1966.

Principally concerned with the indigenous nonprofessional working in economically disadvantaged communities, the first part of this book critically evaluates means of overcoming poverty and attempts to provide a feasible alternative through a far-reaching development of new careers for the poor based on the creation of large numbers of nonprofessional positions in the human service areas. The particular importance of these new positions in the field of education is stressed and a specific proposal is outlined utilizing education as a model. Chapters 5-7 are concerned with the employment of nonprofessionals in the mental health, research, and welfare spheres, and some illustrations of their functioning in these fields are provided. Chapter 8 is devoted to the training of the nonprofessional. Chapters 9-11 are a consideration of issues involved in utilizing this new type of personnel and the allies who are likely to support the new career movement.

NEW CAREERS; GENERIC ISSUES IN THE HUMAN SERVICES. A SOURCEBOOK FOR TRAINERS. Shatz, Eunice and others. University Research Corp., Washington, D.C. Information Clearinghouse. EDRS Order Number ED 025 468, price MF $0.50, HC $3.75; also available from New Careers Institute, University Research Corp., 1424 16th St., N.W., Washington, D.C. 20036. 73p. August 1968.

Designed for use by trainers in preparing unskilled workers with minimum education (at least fourth grade reading ability) for entry as nonprofessionals in human services, this manual is organized around the core of understanding of individual and group behavior and needs and of methods of interviewing or obtaining and recording information needed by all social service aides; it is intended as a basis for small group discussions occurring simultaneously with the specialty skill and on-the-job training components of the New Careers program. (An accompanying manual for trainees is also available.) The generic issues presented concern individual growth and development (practical skills including remediation and interviewing skills) and the individual and his relationship to work, people (human growth and development, human behavior and needs, communication skills, and group process), and the community (community structure, poverty, the Negro, law and society, and consumer education).

JUNIOR COLLEGES AND THE NEW CAREERS PROGRAM. Steinberg, Sheldon S. and Shatz, Eunice O. American Association of Junior Colleges, Washington, D.C. In "JUNIOR COLLEGE JOURNAL"; v38 n5 February 1968. EDRS Order Number ED 018 224, price MF $0.25, HC $1.20. 7p. February 1968.

THE "DISADVANTAGED": UNEMPLOYABLE OR JUST UNEMPLOYED? A REPORT ON TRAINING FOR UNIVERSITY EMPLOYMENT. Zwerling, S. California University, Berkeley, Space Sciences Laboratory. Clearinghouse for Federal Scientific and Technical Information, Order Number N68-37286, price MF $0.65, HC $3.00. 35p. September 1968.

Working through the Space Sciences Laboratory of the University of California at Berkeley, the New Careers Development Agency in Oakland is engaged in training unemployed, disadvantaged Negroes for new careers. The three year training programs are designed to help develop entry level employment opportunities, provide maximum prospects for continued employment and advancement, and accomplish these ends by a combination of education, training, counseling, and other supportive services. Trainees are to be prepared for a specific profession. Advancement is to be based solely on mastery of certain necessary verbal and other skills. Careerists also devote 25% of their time to academic classwork in local colleges in pursuit of an Associate of Arts degree so that ultimately they will have at least two years of both work experience and formal education. Thus far, the educational performance of careerists has been encouraging, and on the job performance has, with only minor reservations, been officially judged satisfactory.

NEW CAREERS: ENTRY-LEVEL TRAINING FOR THE HUMAN SERVICE AIDE. Pointer, Avis Y. and Fishman, Jacob R. University Research Corp., Washington, D. C. Information Clearinghouse. EDRS Order Number ED 025 469, price MF $0.25, HC $1.50. Also available from New Careers Institute, University Research Corp., 1424 16th St., N.W., Washington, D.C. 20036. 28p. March 1968.

This manual is an introduction to the New Careers Program, a program developed to train the unemployed and/or underemployed in entry-level skills for nonprofessional jobs in the human services ("the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services," including "health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing, and employment"). Included are a glossary of New Careers Program components, a general introduction to the basic concepts and principles of the New Careers Program, an explanation of the training design, descriptions, of the entry training program components and the training methods, and consideration of program certification and accreditation.

WOMEN'S TALENT CORPS, PROGRESS REPORT, MARCH-APRIL, 1967. Women's Talent Corps, New York. EDRS Order Number ED 012 869, price MF $0.25, HC $1.30. 24p. April 1967.

The Women's Talent Corps was founded in 1965 on two premises--(1) mature women living in poverty areas of New York could be trained to provide services to the community regardless of their previous education and (2) community agencies would create semi-professional service positions with opportunities for advancement. By April 1967, 120 trainees had been placed as Teacher and Guidance Assistants in public schools, as Social Work and Therapy Assistants in hospitals and neighborhood centers, and as Program Workers. A series of community meetings in low income areas identified local needs and the role women pictured for themselves. A letter-writing campaign enlisted political support and funds from the Office of Economic Opportunity. Applicants were tested and interviewed to reveal their perception of social problems, sensitivity to human relations, and high morale, qualities closely correlated with success. Throughout the 30-week training program formal classes were interwoven with field experience, with an experienced professional woman, called a coordinator-trainer, acting as discussion leader, counselor, and supervisor to each small group of trainees.

COLLEGE FOR HUMAN SERVICES, A MODEL FOR INNOVATION IN URBAN HIGHER EDUCATION. Women's Talent Corps, New York. EDRS Order Number ED 012 870, price MF $0.25, HC $1.60. 30p. May 1967.

The Women's Talent Corps, attempting to establish permanent positions in community agencies at a new entering level, has developed an action-centered approach to the training of women from ghetto areas for pre-professional jobs in hospitals, welfare agencies, and schools. The Corps now seeks to put its educational program on a permanent basis as a model two-year College for Human Services. The College will (1) help students prepare for equivalency examinations at the secondary level as they begin college work, (2) prepare them at once for work in the helping professions and place them in jobs, (3) use field work for methods teaching, (4) offer a core curriculum based on the needs of the professions and the populations served, and (5) offer a flexible program including preparation for transfer to a four-year college. There will be two types of faculty, the coordinator-trainer (women with field experience who will serve as counselors, supervisors, and teachers to groups of ten students) and a small academic faculty who will lecture in sociology, psychology, social work, and education and plan the core curriculum to be integrated with on-the-job experience and lead to a junior college degree. It is proposed that the first college class enter in January 1968.

NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. REPORT OF PHASE ONE, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION. Bowman, Garda and Klopf, Gordon J. Bank Street College of Education, New York. EDRS Order Number ED 013 241, price MF $1.00, HC $11.90. 236p. September 1967.

Because of the common practice of hiring untrained auxiliary school personnel, 11 demonstration training programs were analyzed to provide quidelines for future training of such personnel. This report suggests that such personnel not only aid teachers and administrators in relieving them of duties, but also find employment and training for themselves. Often they provide needed individual attention for pupils. Initial problems centered around the relationship of the auxiliaries to the professionals. The preliminary indications of the demonstration training programs are that certain preconditions are necessary for success -- (1) role definition and development should be carried out in terms of the classroom duties of both the professional and the nonprofessional; (2) training should encompass teachers and administrators, too, and should be extended to provide for inservice programs and cooperation with local higher education facilities; and (3) institutionalization should occur to incorporate the auxiliary personnel into the system. The institutionalization would provide for the integration of the auxiliaries into the system as permanent personnel with a clear statement of goals and procedures worked out in advance for specific tasks; also the auxiliaries should be offered opportunities for upward mobility such as further education but not compelled to accept them.

TEACHER ASSISTANT TRAINING PROGRAM, DESCRIPTION OF PROGRAM AND RESULTS AND CURRICULUM GUIDE. Final Report. Gaines, Edith and others. Case Western Reserve University, Cleveland. Cleveland College. Cuyahoga County Welfare Department, Cleveland. EDRS Order Number ED 020 462, price MF $0.50, HC $5.55. 109p. 1967.

The Teacher Assistant Training Program was a joint effort by Case Western Reserve University, Cuyahoga County Welfare Department, and the Cleveland Board of Education to train 80 welfare clients, in a five month program, as elementary school teacher aides in the Cleveland school system, to enable them to become self supporting, and to develop and test a training curriculum. The program consisted of 17 hours a week of field work in a classroom and 10-12 hours a week in small group instruction. There was an orientation program for field placement teachers and core leaders. Classroom teachers and core leaders evaluated the trainees. It was recommended that the program be increased to nine months and that special emphasis be placed on health, child care, and counseling services.

TEACHER AIDES IN LARGE SCHOOL SYSTEMS. Shipp, Mary D. American Association of School Administrators. EDRS Order Number ED 018 872, price MF $0.50, HC available from Educational Research Service, as an article in Education Research Service Circular, Number 2, 1967, 1201 16th St., N.W., Washington, D.C. 20036, price $1.50. 60p. 1967.

This report discusses teacher aides, their use, pay, selection, training and supervision. Replies to 217 questionnaires sent out in 1966 by the NEA research division provide the data sources. Included among the findings are (1) a large majority (76.5%) of the teacher aide programs have been developed since 1960, (2) 74.2% of the school systems use only paid aides, 0.9% use only volunteer aides, and 24.9% use both paid and volunteer aides, (3) elementary schools use two-thirds of the aides, (4) the most frequently listed duty of paid aides is duplicating tests and other materials, (5) most paid aides work over 20 hours per week, (6) a typical wage for aides is around $2.00 per hour, and (7) recruitment of teacher aides is generally not difficult.

HIRING AND TRAINING THE NONPROFESSIONAL. Benjamin, Judith G. and others. National Committee on Employment of Youth, New York. Available from Clearinghouse for Federal Scientific and Technical Information, No. PB-176-615, Springfield, Virginia 22151. Price MF $0.64, HC $3.00. 68p. July 1966.

The hiring and training policies of various manpower programs are reviewed. The manpower objectives of employing nonprofessionals in anti-poverty programs pose special problems not normally faced by employers. The neighborhood concept, restricting employment to residents of the local program target areas, imposes geographic limitations on the potential labor supply. The intent to employ the poor limits hiring to a socio-economic group, and the goals of creating new roles or opening to the unskilled jobs allied with the helping professions, implies hiring on the basis of potential rather than demonstrated capabilities. Traditional hiring and training practices will need to be modified to fulfill these goals. No organized labor market exists for hiring nonprofessionals, and new sources of recruitment and referral as well as new channels of communication between programs and potential employees may need to be developed. Methods and criteria for selecting from applicants those to be employed, may require adaptation to meet specific program purposes and the larger anti-poverty manpower goals.

PROCEEDINGS OF THE GOVERNOR'S CONFERENCE ON MANPOWER TRAINING (BUFFALO, NEW YORK, JUNE 2-3, 1966). New York State Manpower Advisory Council, Albany. EDRS Order Number ED 019 460, price MF $0.75, HC $9.45. 187p. 1966.

National and international leaders in the fields of economics, education, public and world affairs, governments, manpower utilization, labor, and industry participated in a conference on manpower utilization and training to review training needs and proposals for meeting them at all skill levels from the disadvantaged groups to the professionally trained practitioners. The presentations were-- (1) "State Initiative in Manpower Training" by Nelson Rockefeller, (2) "A Survey of Manpower Training in This State Today" by M. Catherwood, (3) "The Trained Citizen as a Resource" by S. Gould, (4) "New Opportunities in Vocational Education" by J. Allen, (5) "The Canadian Direction" by L. Peterson, (6) "Active Employment Policy as a Means to Manpower Adjustment" by B. Olsson, (7) "This Surge for Education" by H. Heald, and (8) "Socio-Economic Implications in Manpower Training" by J. Holland. Panel discussion topics were -- (1) "The Public Employment Service," (2) "Training the Disadvantaged," (3) "Future Manpower Needs," (4) "Occupational Training for Production and Service Workers," and (5) "Meeting Technical and Professional Demands."

THE ESTABLISHMENT OF A "NEW CAREERS" PROGRAM IN A PUBLIC SCHOOL. Pruger, Robert. Contra Costa Council of Community Services. EDRS Order Number ED 013 235, price MF $0.25, HC $2.85. 55p. March 1966.

Under the New Careers Program 16 low income individuals selected from 175 applicants were trained as school community workers (SCW) and assigned to various elementary schools in Richmond, California. The job requirements were-- (1) High School diploma or experience in a direct, person-to-person relationship in school or in social service related work, (2) the capability of being trained for the job, (3) the maturity, motivation and ability to relate to school personnel, students and parents, (4) the ability to conduct and record home interviews, (5) the capability of leading parent discussion groups, and (6) the ability to represent the school and discuss its programs with community groups. The group participated in a 9-week orientation and training program which included work with youth, community, job corps, and educational agencies. During the summer the SCWS also participated in a separate program specifically oriented to their jobs in the schools.

THE WOMEN'S TALENT CORPS, PROPOSALS. Women's Talent Corps, New York. EDRS Order Number ED 012 873, price MF $0.25, HC $1.70. 32p.

Women's Talent Corps, funded by the Office of Economic Opportunity, will meet two social problems in New York City -- job shortages in community services and unemployment and lack of training among the poor. Women will be recruited from low-income neighborhoods and trained as pre-professional assistants in schools, hospitals, and social agencies through a program of formal classes and field experience. These women will become contacts between professional community workers and the low-income people they assist. Professional women with working skills and experience in education, health, or welfare fields will be trained as coordinators to counsel the trainees, direct field work, and serve as liaison between trainees and the agencies employing them. The trainee and coordinator will help each other understand the conditions of poverty and the responsibilities imposed by education and employment. The program design includes five phases-- (1) community development and program planning (three months spent organizing and staffing the institute), (2) orientation (six weeks of classes for 120 trainees and 30 coordinators in three groups), (3) work-training (four to seven months of practical training), (4) phasing-out (diminishing contact between trainee and coordinator), and (5) research and evaluation.

HOME MANAGEMENT AIDES, A HOME SKILLS TEACHING SERVICE FOR LOW INCOME MOTHERS. A Youth Development Project Evaluation Report. Murton, Bonnie J. and others. Community Health and Welfare Council of Hennepin County, Minneapolis. EDRS Order Number ED 012 849, price MF $0.50, HC $3.25. 63p. February 1966.

About 25 percent of all Aid for Dependent Children cases in the City of Minneapolis were in two Youth Development Project Target Areas where mothers often lacked home management skills necessary to rear their children. As one of several demonstration programs to prevent and alleviate problems of delinquency, in 1964 four Home Management Aides (HMA) were hired by the Hennepin County Welfare Department to provide practical assistance to mothers in the areas of shopping, home maintenance, budgeting, child care, clothing selection and maintenance, food and nutrition, and finding adequate housing. In the first year 309 cases were referred to HMA by the welfare caseworkers. The aide's work with the mothers on an individual basis in their homes was later augmented by once-a-week classes in sewing and home management. Response to the program was so favorable that the Welfare Department doubled the number of Aides and was considering further expansion.

PROJECT HEVE (HOME ECONOMIST VOLUNTEERS FOR EDUCATION), ADULT EDUCATION FOR

MOTHERS ON PUBLIC AID. In ILLINOIS TEACHER OF HOME ECONOMICS; v9 n3 p127-137, 1965-1966. Spitze, Hazel T. 13p.

The purposes of Project HEVE, conducted in Champaign-Urbana, Illinois during 1965-66, were -- to investigate the effectiveness of a weekly class and personal contacts with mothers on public aid concerning improved diet, clothing and housing satisfaction, consumer practices, and social interaction, to help home economist volunteers increase their experience in adult teaching and their understanding of low income families, and to afford student home economics teachers a greater understanding of disadvantaged families. Volunteers held classes on such topics as home decoration, nutrition, buying of food and clothing, comparison shopping, use of credit, child rearing, gardening and yard care, and home safety. However, attendance was very low, perhaps mainly because of family emergencies. Interviews with 20 mothers with teen-aged daughters revealed widespread loneliness, predominance of housing concerns, dietary omissions and irregular meals, excessive rents, lack of storage space, dissatisfaction with the daughter's clothing and an average educational attainment of 8 years (5 of the 20 were functionally illiterate). The child rearing talk drew the greatest interest. Both the volunteers and the student teachers gained a broader perspective.

LEADERSHIP TRAINING FOR NEW CAREERS; THE NON-PROFESSIONAL COUNSELOR, SUPERVISOR, AND TRAINER. University Research Corporation, Washington, D. C. Information Clearinghouse for New careers. EDRS Order Number ED 030 839, price MF $0.75, HC $6.80. 134p. 1968.

The Howard University Institute for Youth Studies conducts a project in Washington, D. C., to train disadvantaged young adults, aged 22-35, as subprofessional group leaders, counselors, trainers, or supervisors for work with enrollees in an entry level Human Service Aide (New Careers) training program. The program is also meant to include youth and adult group leadership and counseling skills for such other contexts as employment, community and social service, and efforts against poverty and delinquency. Classwork and on the job training are offered in three stages over a nine month period. Learning in the content areas of poverty, human development and problems of youth, group management, commumity and social service, and efforts against poverty and delinquency. Classwork and on the job training are offered in three stages over a nine month period. Learning in the content areas of poverty, human development counseling is evaluated by an information test and by group process analysis. Instructors for the project are developed in supervisory sessions, staff meetings, biweekly seminars, spot conferences, and a special graduate program. In terms of performance, trainees have been seen as generally capable of working effectively, but deficient in punctuality and attendance, descriptive recording, use of outside resources, and response to situations arising within groups.

WORKING WITH ORGANIZATIONS TO DEVLEOP "NEW CAREERS" PROGRAMS. TECHNICAL MONOGRAPHS, NO. 10. Pruger, Robert and Specht, Harry. Contra Contra Costa Council of Community services, Walnut Creek, California. Available from Contra Costa Council of Community Services, 2717 North Main Street, Suite 9, Walnut Creek, california 94596. Price $1.00. 47p. April 1967.

Organizations view new careers for the poor as a threat to established professional personnel, to their definitions of means and ends, and their decisions affecting the community. Organizations which tend to be most receptive to new careerists are those which have a variety of occupational specialties (hospitals) and a number of levels of authority, varying degrees of community relatedness, commitment to community services or rehabilitation, and capacity to control the behavior of new careerists by supervision. Organizational resistance may take the form of refusing to recognize personnel shortages, restricting job qualifications, denying full job rights, isolating the careerist in the organization, demanding loyalty in a way that conditions disloyalty, and being too slow or too quick to institutionalize a position. Tactics to modify organizational resistance include such means as relating the program to important social values of financial independence and service to one's community, using new careerists as program interpreters; or using a professional association or elected or political figures as a route to negotiations with an organization.

V. TRAINEE CHARACTERISTICS

Demographic, psychological, motivational, social characteristics and their influence on training.

A. General

A STUDY--THOSE NOT WORKING IN A TIGHT LABOR MARKET, MILWAUKEE, WISCONSIN. Baumneier, Edward C. and others. Greenleigh Associates Inc., New York, N.Y. EDRS Order Number ED 015 305, price MF $0.75, HC $7.60. 150p. January 1967.

The purpose of the study was to (1) identify the population presumably employable, unemployed adults, aged 16-72 in a tight labor market area, (2) ascertain their characteristics, (3) assess employment barriers, needs and potential, and (4) determine services and action programs necessary to make them employable. Between July and October 1966 a sample of 1,470 persons identified from employment service files, welfare department files, substandard housing areas and casual settings such as bars and poolrooms was interviewed. While 22 percent were actively seeking work, most were not. Roughly one quarter of those interviewed constituted a group who were voluntarily idle and could have found work had they been sufficiently motivated to do so. The second group of one quarter included many older long-term unemployed for whom special remedial and rehabilitative programs would be required to make employable. Of this group, many were unskilled, inexperienced, alienated, dependent, and engaged in illicit activities. The other 50 percent of the sample held the most promise for employability if special programs were made available to them. This group included younger and prime working age persons who lacked motivation, training, experience, skills, confidence, or child-care facilities. It was recommended that new strategies include (1) establishing programs both geographically and psychologically accessible, (2) providing training, job-finding instruction, entry arrangement, and followup measures using highly individualized methods in a linked-service plan, and (3) developing a strong and locally responsible manpower policy group.

DROPOUT PATTERNS IN THE NEW HOPE PROJECT. Stanislaus County Multi-Occupational Adult Training Project, Report 2.2. Pearce, Frank C. Modesto Junior College, California Adult Division. EDRS Order Number 011 195, price MF $0.25, HC $1.10. 20p. October 1966.

This report from Modesto Junior College on its Stanislaus County Multi-Occupational Adult Training Project at the New Hope School under the Manpower Development and Training Act studies the dropout patterns to try to pinpoint failures of the programs provided. From a study of 1006 trainees, the reasons for dropping are reported in the following categories -- (1) those who dropped to go to work, (2) those who dropped because of "lacked elements" (personal problems, such as moving, injury, marriage, disease, or character problems, (3) those who dropped because of a lack of interest in the program, or lack of progress. The total dropout rate for the project was 29 percent. The program dropout rate was actually 12 percent. Tables present (1) the total drops on each educational program (prevocational and homemaker, trade and industrial vocations, business education, and agriculture vocations), (2) comparison of past and present dropouts, (3) precent of total drops in each category of reasons, and (4) referral sources. Conclusions are made and recommendations are given for improving the program and preventing dropouts.

RECRUITMENT PROBLEMS IN MANPOWER TRAINING AND POVERTY PROGRAMS. In VOCATIONAL GUIDANCE QUARTERLY; v14 n4 p291-296. Brazziel, William F., Summer, 1965.

In a study completed in 1964 by the Norfolk Division of Virginia State College, an attempt was made to identify the factors involved in the decisions of 224 unemployed, unskilled men in the Norfolk-Portsmouth metropolitan labor market area to forego retraining under the Manpower Development and Training Act of 1962. The major deterrents were an apparently inadequate training allowance ($25 per week), the length (52 weeks) of the course, and misunderstandings as to enrollment dates, eligibility, and the nature of the program. Relatively few rejecters of training had had military service, armed forces equivalency education, work experience with or near skilled workmen, or work experience outside their home communities. However, differences between rejecters and enrollees, as to apathy (measured by a Likert type scale), reluctance to seek work outside Tidewater Virginia, attitudes toward school attendance, and other personal data (age, race, income, education, marital and family status) were less significant. Counseling and information programs, demonstration programs, and supportive services for families of trainees were recommended. Improved training allowances were predicted.

SUBJECTIVE DESCRIPTION OF TRAINEES. Modesto Multi-Occupational Adult Training Project, Report 1. Pearce, Frank C. Modesto Junior College, California Adult Division. EDRS Order Number ED 011 619, price MF $0.25, HC $0.85. 15p. January 1966.

This report gives a subjective description of the general population from which trainees for the Modesto Multi-Occupational Project were selected. It includes an extensive study of the sociological background of a group of white migrants who moved to California. Also included are references to the changing socioeconomic and moral standards of this group and their eventual welfare status.

THE RELATIONSHIP BETWEEN SUCCESS IN BUSINESS SCHOOL, EMPLOYMENT STATUS AND DEMOGRAPHIC AND PSYCHOMETRIC VARIABLES FOR RAMSEY COUNTY WELFARE DEPARTMENT, WORK AND TRAINING PROJECT PARTICIPANTS. Wasson, John B. Ramsey County Welfare Department, St. Paul, Minnesota Work and Training Project. TR-6. EDRS Order Number ED 022 127, price MF $0.25, HC $1.00 √

18p. July 1967.

In a project to aid the vocational and social rehabilitation of welfare recipients, 82 participants completed training at one of two private business schools. Their average absences per month correlated with age, while grade average did not correlate with any variables. Typing speed correlated with years of education completed, reading comprehension, IQ on the Army Classification Test, and four of the scales of the Minnesota Multiphasic Personality Inventory (MMPI). Terminal employment status correlated significantly with age, with three of the interest scales of the Kuder Preference Record, with the MMPI. Monthly salary correlated with two of the Kuder scales, with the numbers subtest of the Minnesota Clerical Test and with four MMPI scales. There was a negative correlation between employment status and typing speed. There were few differences when trainees at one school were contrasted with trainees at the other, but there were several differences when trainees were contrasted by race.

FAMILY BREADWINNERS: THEIR SPECIAL TRAINING NEEDS. Feldman, Lloyd and Peevey, Michael R. Office of Manpower, Automation, and Training (DOL). Washington, D. C. EDRS Order Number ED 022 856, price MF $0.25, HC $1.05.

Family breadwinners are individuals primarily responsible for the support of family members. This report provides an economic profile of the breadwinners and outlines their special training needs. The unemployment of more than 1.7 million of the 39 million family breadwinners in the labor force in March 1962 affected the welfare of approximately 6.3 million Americans. During 1963, more than three of every five persons enrolled in training and retraining classes under the Manpower Development and Training Act (MDTA) of 1962 were family breadwinners. A fairly high proportion of workers with family responsibilities consisted of older persons who had difficulty in securing jobs. A considerable number of adults lacked basic education in reading, writing and arithmetic. Under the 1963 amendments to the MDTA, trainees who need both basic education and occupational training could receive training allowances for a period up to 72 weeks. The large number of women breadwinners with preschool-age children indicated a need for more low-cost day care services.

THE RELATIONSHIP OF SOCIAL CHARACTER AND DOGMATISM AMONG SPANISH AMERICAN YOUNG ADULTS IN THREE SELECTED INSTITUTIONS IN NEW MEXICO. Orr, Rodney Gerry. New Mexico State University, Albuquerque. University Microfilms, Order No. 67-11,763, price MF $3.00, Xerography $7.80. Ed.D.Thesis. 166p. 1967.

The purpose of this study was to investigate the social character of Spanish American young adults enrolled in job taining courses. The sample population consisted of 193 eighteen to twenty-four year olds who were at a rural vocational educational institution, a metropolitan technical vocational institution, and an Office of Economic Opportunity neighborhood improvement project (large town and small town) sponsored by a university. The two instruments used in the study were the Rokeach Dogmatism Scale, Form E, and the Kassarjian Inner-Other Social Preference Scale. The intelligence quotients of the General Aptitude Test battery were obtained from the Employment Security Commission on an as-available basis (159 out of

193). The findings showed that there were some pronounced differences in social character but not dogmatism among the Spanish American young adults enrolled in three institutions; there was a slight tendency toward inner-directedness in social character and a definite tendency toward closed-mindedness in dogmatism; social character and intelligence, or dogmatism and intelligence; no significant changes occurred in the social character or dogmatism of a sample after a two month basic education orientation course at a metropolitan vocational school.

PSYCHO-SOCIAL CHARACTERISTICS OF SECONDARY SCHOOL VOCATIONAL TRAINEES RATED BY THEIR INSTRUCTORS AS HAVING POOR WORKER POTENTIAL. Johnson, Donald Henry. Wisconsin University, Madison. Ph.D.Thesis. University Microfilms, Order Number 66-9926, price MF $3.00, Xerography $8.60. 188p. 1966.

A study was made of 269 boys and 388 girls enrolled in "capstone" courses in 30 cooperating schools of Wisconsin's Pilot Program in Vocational Education. The purpose was to identify psychosocial characteristics of secondary school trainees rated by their teachers as having poor employment potential. Characteristics were analyzed in terms of ratings of on-the-job performance and of the probable acceptability of the student as an employee. Data were obtained on intelligence, achievement, school grades, father's occupation, parental educational levels, wage aspirations, educational and vocational plans, career objectives, expected entry jobs, attitudes toward geographic mobility, work orientation, work model identification, work and achievement value orientations, subject matter preference, major life satisfactions and self-ratings. Boys rated as potentially poor performers were relatively low in intelligence, grades, aspirations, achievement value, and self-image, Girls similarly rated tended to be relatively low in the same areas. However, girls and boys were judged on somewhat different sets of criteria. Boys rated as unemployable showed characteristics frequently attributed to workers who often fail to find jobs or are often dismissed.

HIGH SCHOOL DROPOUTS ACHIEVEMENT AND TRAINING SUCCESS: AN ANALYSIS OF MULTIPLE FACTORS. Roberts, Tommy L. In PEABODY JOURNAL OF EDUCATION; v46 n1 p45-50. 6p. July 1968.

A study was made of factors in the achievement and training success of 168 former high school dropouts enrolled in a Federally supported manpower development program in Oklahoma City during the 1963-64 school year. Subjects were between 18 and 22 years of age: had been either unemployed or underemployed; had dropped out of high school at least two years; and were considered free of serious mental or physical deficiencies. An aptitude test and several vocational and academic tests were used. On the basis of findings in this study, the background factors studied (cultural background, home background, family mobility, sex, age, race) did not show any significant influence on training success and academic and vocational achievement. However, race, age, and sex tend to influence significantly the holding power of the program. Therefore, this program suggests how the influence of socioeconomic and other background factors can be negated through subsistence allowances, homogeneous grouping in terms of social attributes and the serious effort of a dedicated staff.

NINETEEN NEGRO MEN, PERSONALITY AND MANPOWER RETRAINING. Rutledge, Aaron L. and Gass, Gertrude Zemon. Available from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111, price $5.50. 109p.

In 1963, 19 unemployed Negro men entered a one-year program sponsored by the Office of Manpower, Automation and Training at Sinai Hospital, Detroit to learn practical nursing. Simultaneously a demonstration project to identify trainee and teaching staff problems and their possible solutions was carried out by two psychologists who provided supportive services -- group counseling, individual interviews, staff consultation, and help in personal crises. There were no dropouts, although six men were dismissed. The formal follow-up study, four months after graduation, showed that nine trainees were good nurses and three others showed promise. It was concluded that (1) shifts can be made in the behavior of most disadvantaged men, (2) when testing is necessary, methods to reduce tension should be used, (3) communication can be improved through feedback and use of both verbal and written instruction, (4) staff must accept slim trainee motivation, help trainees cope with anxiety, and reduce the severity of culture-shock caused by opposing pressures, (5) wives of trainees need better understanding of their husbands' job demands and pressures, and (6) psychological assistance is useful in selection of training personnel and in staff consultation.

AN ANALYSIS OF THE CHARACTERISTICS OF THE UNEMPLOYED AND UNDEREDUCATED AS THEY RELATE TO PROGRAM PLANNING FOR CONTINUING EDUCATION IN MODESTO, REVISED ADULT EDUCATION PROGRAM PLAN. Modesto Junior College, California Adult Division. EDRS Order Number ED 020 452, price MF $0.50, HC $3.95. 77p. Devember 1963.

In this revised report, characteristics of low income groups in the Modesto, California, area are described and an educational program based on implications of these characteristics is proposed. Existing resources for an immediate educational attack on the problem are assessed, a projected adult education program for the South and East Modesto areas is developed, and efforts to carry out earlier proposals are described. Such socioeconomic data as seasonal versus full time employment, the extent of agricultural and other employment, wage and employment potential, family and individual income, patterns of welfare aid, rates of unemployment, ethnic and age groups, and housing are given for Modesto and for Stanislaus County. Educational levels are indicated for all South and East Modesto residents, and for those enrolled in adult education classes, together with the above kinds of information. Elements of the proposed program and outcomes to two programs (1963) for welfare recipients are described. An experimental project proposal to the Area Redevelopment Administration is included.

RELATION BETWEEN PREFERENCE FOR DELAYED GRATIFICATION AND BEHAVIOR IN AN INDUSTRIAL TRAINING PROGRAM. Cochran, George Clark. Stanford University, California. Ed.D.Thesis. University Microfilms, Order Number 67-11,081, price MF $3.00, Xerography $4.20. 78p. 1967.

Relationships were studied between delayed gratification pattern (DGP) and desirable behaviors (completion, attendance, punctuality) in a Manpower Training and Development Training program in aircraft assembly. Subjects were 594 unemployed trainees, most aged 18-26. Two questions and a DGP index were used. Trainees who dropped out were to report the reason(s). Dropouts who complied were FGC (For Good Cause); those who did not were NFGC (Not For Good Cause). Three categories of completers were established: those absent and/or tardy at least once; those neither absent or tardy, and high completers (upper 10%) neither absent nor tardy. Findings included the following: (1) DGP scores were significantly related to responses to the two questions, FGC versus NFGC status, and NFGC dropouts versus completers; (2) completers who were neither absent nor tardy averaged higher on DGP than those absent and/or tardy; (3) high completers averaged slightly lower on DGP than the total of completers who were neither absent nor tardy; (4) when questionnaires were stratified by question responses, average DGP scores ranged from lower to higher according to performance, with significant differences between NFGC dropouts and all higher performance levels.

JOB-RELATED BEHAVIOR RATING SCALE. REPORT OF A PRELIMINARY STUDY FOR OEO. Buehler, Roy E. In TRAINING DEVELOPMENT JOURNAL; v23 n3 p14-20. March 1969.

This study was done (1) to develop and test a procedure for determining job-related behaviors (excluding technical skills) required for job retention, and (2) to test a procedure for constructing a rating scale progressive acquisition of specific job retention behavior by vocational trainees at the Parks Job Corps Center, Pleasanton, California. Statements of criteria used in constructing the tentative scale were obtained from a sample of employers in the community. Item validation data were also derived from the behavioral statements of job supervisors. Other data for establishing reliability of scale ratings came from Job Corps staff members. Three rating categories were used: (1) essential; (2) desirable but not essential; (3) unimportant. Criteria were reduced from 101 to a final total of 43. It was decided that whenever a trainee's ratings are "always" for all appropriate behavior and "never" for inappropriate behavior, he is ready, so far as job relevant behavior is concerned, for graduation and job placement.

ANOMIA, ITS RELATIONSHIP TO RURAL NEGROES' AWARENESS OF AND CONTACT WITH PUBLIC AGENCIES, INTEREST IN TRAINING, AND RELUCTANCY TO CHANGE JOBS. M.S.Thesis. Riddick, Willie L. North Carolina State University, Raleigh. Department of Adult Education. 91p. 1966.

This study was to determine (1) the degree to which anomia (breakdown of sense of attachment to society) exists among rural Negroes and (2) the relationship of this anomia to their contact with public agencies (such as the Agricultural Extension Service), interest in training, and reluctance to change jobs. Data, taken from a larger study by Brown and Marsh in 1964, were collected by personal interviews with 837 Negroes in 12 communities. Subjects ranged in age from 14-49 and were out of school but not disabled. Analysis was carried out on 3 levels

-- (1) anomia score as measured by the Moon modification of the Srole scale; (2) educational level, and (3) relationship between anomia and behavior variables regardless of educational attainment. Findings -- subjects with high anomia scores and low educational attainment had a low degree of contact with the Agricultural Extension Service. There was no relationship between anomia and interest in training. The highly anomic were less reluctant to change jobs. No relationship between education and other behavioral variables was found.

A STUDY OF THE RELATIONSHIP BETWEEN RESIGNATION AND PERFORMANCE IN A JOB RETRAINING PROGRAM. Lantz, Herman R. and Alix, Ernest K. Southern Illinois University, Carbondale, Office of Research and Projects. Clearinghouse for Federal and Scientific and Technical Information, Order Number PB-182-513, price MF $0.65, HC $3.00. 249p. 1969.

This study analyzed the attitude of resignation to inferior economic status from the standpoint of ethnic origin, social and financial background, and response to job retraining opportunities. Detachment from others, lack of commitment and ambition, aversion to work and planning, and restricted hopes and aspirations were determined to be major elements of resignation. A population of 493 in Southern Illinois was studied. These were among the major findings: (1) high degrees of resignation were significantly related to sex (male), age (16-27 and 52 and over), race (Negro), religion (non-Protestant), and lower levels of education; (2) positive reactors to retraining opportunities tended to be relatively unresigned, while negative reactors tended to be highly resigned; (3) family cluster control variables (size and sibling structure of parental family, marital status, size of one's own family) past occupation and desired occupation had less effect on the association between resignation and reaction than personal and regional (birthplace, place of rearing, mobility) variables.

UNTAPPED GOOD; THE REHABILITATION OF SCHOOL DROPOUTS. Chansky, Norman H. Available from Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois, 62703. 280p. 1966.

Operation Second Chance trained school dropouts for vocational skills in three areas in North Carolina-- the mountainous West, the Piedmont plains, and the coastal farmlands. Length of the training varied from the six weeks nurses' aide program to the 12-week sewing for upholstery program through the 16-week carpentry, upholstery, welding, pre-apprentice bricklayer, and auto service station mechanic programs. Many trainees improved in reading and writing and became employed, particularly at the Piedmont training site; in Appalachia trainees were not discontented and could not separate themselves from their homelands. In eastern North Carolina, trainees viewed their poverty as undesirable and themselves as marginal members of their communities; they were eager to leave. The relationship which a dropout has to the rest of the community depends largely on the community itself; in the Piedmont, the dropout could earn respectability by his hard work; in the east, one's status was determined at birth; and in the west the dropouts belonged to the same class with most citizens and did not have to exert effort to gain status. Whether a trainee has to work for his recognition will have a determining influence on his behavior in the program.

EMPLOYMENT EXPERIENCE AFTER MDTA TRAINING; A STUDY OF THE RELATIONSHIP BETWEEN SELECTED TRAINEE CHARACTERISTICS AND POSTTRAINING EXPERIENCES. Trooboff, Benjamin Michael. Georgia State College, Atlanta. University Microfilms, Order Number 69-2261, price MF $3.00, Xerography $10.15. D.B.A.Thesis. 222p. 1968.

Graduates and dropouts of the Atlanta, Georgia, Training program under the Manpower development and Training act were surveyed to ascertain training effectiveness and to seek relationships between certain trainee characteristics and employment success. Using a mailed questionnaire, the study surveyed 1,062 graduates and 444 dropouts from 24 different skill training programs during the period 1963 and 1966. Major findings included the following: (1) graduates enjoyed a higher percentage of employment time (84%) than dropouts (67.4%); (2) graduates rose from an average of $.98 an hour to $1.76, while dropouts went from $1.07 to $1.51; (3) when enrollees were separated by race and sex, male graduates and dropouts did not differ notably on employment after training, and white graduates and dropouts did not differ in earnings; (4) marital and family status, wage earner status, and other factors contributing to responsibility significantly affected the percentage of time employed after training whenever the factors tended toward greater responsibility; (5) trainee characteristics seclected for this study cannot be used as a predictive device when discriminant analysis is used.

TRAINING IN SERVICE OCCUPATIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. UNITED STATES DEPARTMENT OF LABOR. Manpower Administration, Bull-9. EDRS Order Number ED 012 875, price MF $0.25, HC $1.10. 20p. March 1966.

During the period August 1962-May 1965, about 65,000 persons received training in service and related occupations under the Manpower Development and Training Act (MDTA). Most prepared for specific occupations, although many others received testing, counseling, literacy training, and other services through multi-occupational projects. Over half the trainees had not completed high school, most (88.5%) were under 45, and a third were nonwhite. About 60 percent were men, largely trainees in automotive service and appliance servicing and repair. About two-thirds of the women were in licensed practical nursing or hospital attendant courses. Over 40 percent of trainees had been unemployed 15 weeks or longer. Of those completing training through May 1965, 73 percent found employment, largely in training-related occupations and at higher wages than before training. Moreover, training periods were short and consequent student costs relatively modest. Trainee enrollments have increased since February 1965, and important new contracts have been negotiated for pilot projects and on the job training.

AN INVESTIGATION OF THE CURRENT ROLE OF PUBLICITY IN THE WASHINGTON, D.C. MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAM WITH A PROPOSED PUBLIC RELATIONS PROGRAM FOR THE FUTURE. Williams, Judy Rogers. The American

University, Washington, D. C. University Microfilms. Order Number M-1173, price MF $3.00, Xerography $6.00. M.A.Thesis. 124p. 1967.

An attempt was made to establish the role of publicity during 1962-64 in the Manpower Development and Training Act (MDTA) program in Washington, D. C. Trainees (99% Negro, largely over age 40) had had a year of vocational education and training for service occupations. However, of employers interviewed (owners and operators of banks, hospitals, groceries, hotels and motels, real estate firms, and restaurants), only 24% knew about the MDTA program; and only two of the 48 trainees had heard of the program through any publicity medium. From 1962 to 1964, only 21 articles in the "Evening Star" and the "Washington Post" dealt directly with the project. Some potential employers seemed to consider such programs wasteful and inefficient. Many early critics of MDTA accused local employment office of choosing only the younger, better educated unemployed for training. Program success requires effective communication and public relations (preferably through the Office of Manpower Training and Automation) to reach potential trainees and employers, mass media, and other groups.

DEPLETING WELFARE ROLLS, A STUDY OF WELFARE RECIPIENTS. (Stanislaus County Multi-Occupational Adult Training Project, Reports 8.0, 8.1, 8.2, and 8.3). Modesto Junior College, Modesto, California, Adult Division. 69p. 4 volumes. March 1967.

A study of the New Hope Project (combined prevocational and vocational training) investigated past and present welfare involvement of welfare recipients in Stanislaus County, California, reductions in the number of recipients after training and the resulting effects on public funds, and significant differences between persons who go off welfare, and those remaining on welfare, after training. Detailed findings appear in three sections -- "Welfare Involvement Past and Present" (report 8.1), "Return on an Investment" (Report 8.2) and "What Makes the Difference?" (Report 8.3). Pertinent data were drawn from welfare case records, various reports and tests, and employment records. Limitations of the study included seasonal employment fluctuations, difficulty of satisfactorily defining off-welfare status, and the nonexperimental nature of the study. Tables give basic personal and socioeconomic data, together with periods of dependency, employment status before and after training, financial need and financial support, previous employment and education, attendance, academic achievement and test scores, sources of job referrals, training relatedness and level of employment, current welfare status (August 1, 1966), and training costs versus trainee earnings.

THE SELECTION OF TRAINEES UNDER MDTA. Chernick, Jack and others. Institute of Management and Labor Relations, Rutgers, The State University, New Brunswick, New Jersey. 131p. 1966.

This was a study of the selection criteria and mechanisms by which applicants for training under MDTA-1962 were chosen in 3 offices of the New Jersey Employment Service. Data sources were a systematic 10 percent sample of ES registered population and interviews with a sub-sample of the original population. The population was classified as (1) persons who had/had no contact with MDTA, (2) those who had been selected or rejected, or declined training, (3) those who completed training or did not. Findings-- (1) training opportunities under MDTA were available to only a small fraction of the unemployed, (2) persons accepted for training tended to be women in prime working-age group with more education than the population as a whole, (3) Newark area Negroes constituted a disproportionately high number of trainees, (4) counseling and testing are important mechanisms in selection process, (5) those selected were satisfied with the training received, (6) Newark selection process tried to fill shortage occupations and provide rehabilitation.

THE MOTIVATION TO WORK. A Supplement to THE SELECTION OF TRAINEES UNDER MDTA. Indik, Bernard P. Institute of Management and Labor Relations, Rutgers, The State University, New Brunswick, New Jersey. 73p. 1966.

The purpose of this study was to develop an empirical measure of the motivation to work. Data were obtained from 500 persons being interviewed for training under MDTA. The theoretical structure for the study was the assumption that an individual's motivation to work can be subdivided into motive, expectancy and incentive and conversely his motivation to avoid work. Individual reactions to the training program were studied -- who refused, dropped out, and completed. Such individual characteristics as sex, race, economic status, dependents, educational levels, and employment status were found to have some relationship to motivation to work, but age and expectations for the future did not. It is possible that motivational characteristics that facilitate employment of an individual are not necessarily the same as those which facilitate success in training. It is hoped that the scale measurements developed may be used for appropriate selection or guidance situations, and perhaps to measure impact of various training courses or events on an individual's motivation to work.

SELECTION AND EVALUATION OF TRAINEES IN A BASIC EDUCATION EXPERIENCE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Whittemore, Robert G. and Echeverria, Ben P. Nevada Department of Education, Vocational-Technical and Adult Education. 24p. June 1965.

This study was developed to examine the utility of 10 measurement instruments as applied to MDTA basic education classes, the instruments to be used for grouping in classes, for mathematics and reading levels, and for personality dynamics. The tests were administered from time to time during an 18-month period to trainees in Las Vegas and Reno, Nevada, who had been delineated by age, educational level, and GATB "G" score. The Henman-Nelson Test of Mental Ability, the Sequential Test of Educational Progress, and the Minnesota Multiphasic Personality Inventory were found to be inapplicable. The following were found applicable and are recommended -- (1) for homogeneous grouping in classes, the GATB "G" score as an initial placement device, the Revised Beta for further clarification of class, and the California Test of Mental Maturity for language and non-language capacity identification, (2) for measuring reading and computational levels, the Iowa Silent Reading

Tests, Gates Reading Survey, and Differential Aptitude Test, (3) for measuring personality dynamics, the California Psychological Inventory and the Kuder Interest Inventory. An analysis of the time and cost factor involved in such a testing program would indicate approximately 7 hours of testing time and an initial cost per trainee of $2.85.

B. Youth

WORKER ADJUSTMENT--YOUTH IN TRANSITION FROM SCHOOL TO WORK: AN ANNOTATED BIBLIOGRAPHY OF RECENT LITERATURE. Bibliography 2. Garbin, A. P. and others. Ohio State University, Columbus. Center for Vocational Education. EDRS Order Number ED 021 070, price MF $0.75, HC $7.25. 143p. 1968.

In the course of designing an exploratory study of the major socio-psychological problems faced by youth (16 to 25 years old) in making the transition from school to work, this bibliography was prepared to meet the needs of both researchers and to fill a void in the literature. The abstracts, limited to the period 1960 to 1968, cover primarily materials which have not been included in bibliographies and summaries already available. The 165 annotations, arranged alphabetically by author, present the purpose, methodology, and findings of empirical studies and General summaries of non-empirical, works. A User Index identifies those selections deemed by a panel of judges to be of interest to each of six user population categories-researchers, guidance personnel, teachers, school administrators, work managers and "General Interest".

PROMISE AND POSSIBILITY, A REPORT OF THE DISTRICT 11 SPECIAL PROJECT, 1960-64. Chicago Board of Education, Illinois. EDRS Order Number ED 017 553, price MF $0.50, HC $4.80. 94p. August 1965.

This report describes a special project in some disadvantaged public schools in a Chicago school district. Overage, underachieving elementary school pupils were offered year-round special instruction and an after-school program which provided vocational skill training, cultural activities, and part-time jobs. The primary goal of the project was to develop an effective educational plan to reduce the number of overage students, improve their performance, and increase their potential for high school work and/or vocational training. All of the overage students in the district were concentrated into upgraded classes in three schools. Included in the project was a parent program which consisted of orientation meetings. Special classes to upgrade job and communication skills, leadership training, and counseling of various kinds. The report outlines the instruction of the overage students and of some teenage dropouts, and describes the staff organization, and administration of the project.

OPERATION GIANTSTEP, RESEARCH IN A NEW REMEDIAL PROGRAM AND COMMUNITY COLLEGE INDUSTRIAL TECHNOLOGY CURRICULUM FOR DISADVANTAGED HIGH SCHOOL GRADUATES. Stillerman, Manual and Lowens, Milton. City University of New York, Bronx Community College, BR-5-1336. EDRS Order Number ED 012 830, price MF $0.50, HC $5.80. 114p. 30 October 1966.

A comprehensive curriculum structure was formulated and specific preparatory steps outlined for the organization and operation of an experimental junior-college program in industrial technology for disadvantaged youth. This planning resulted in the development of a proposal for a five-year, $1 million effort on research and development of two new post-high school curriculums. The first curriculum was a remedial program designed to prepare general diploma high-shool graduates who are ineligible for college admission for the second curriculum, a 2-year vocational program in industrial technology. The experimental plan proposed was for 100 experimental students and 50 controls to go through an instructional and followup sequence where the control subjects would enter the industrial technology curriculum without remedial treatment.

OPERATION RETRIEVAL, CHAPTER VIII--RESEARCH IN EXPERIMENTAL AND DEMONSTRATION PROGRAMS FOR DISADVANTAGED YOUTH. Jones, James A. United States Department of Labor, Office of Manpower Policy, Evaluation and Research. EDRS Order Number ED 014 607, price MF $0.25, HC $1.90. 36p. 1966.

The nature of the research activities of 56 projects was reviewed to find why useful new knowledge concerning employment and training problems was not resulting from the programs; also analyzed was the utility of followup studies for gaining knowledge about the effectiveness of the projects. Both subjects of inquiry were considered against the background of the legislative and executive intent for the programs and the problems of research inherent in service-oriented, as opposed to research, agencies. Among the findings and recommendations were -- (1) most of the projects did not attempt to test techniques or hypotheses pertaining to training and employment, (2) at most, only 9 of the 56 projects had established criteria by which to judge their success or failure, (3) the data produced by the projects documented quite clearly the kind of clientele served and the organizational problems involved in program implementation but were much less clear about what happened to the clientele during training and counseling, (4) most projects conceived of themselves as service-rendering agencies, (5) followup studies cannot be effectively used to evaluate the success and failure of the programs, (6) the general orientation and organizational roles of staff in service-oriented agencies limit their abilities to conduct meaningful research, and (7) if research knowledge is to be the product of a particular project, then research must have priority since both research and client needs cannot be efficiently serviced in one operation.

A PROPOSED PROGRAM FOR A CURRICULUM DEVELOPMENT LABORATORY FOR UNEMPLOYED OUT-OF-SCHOOL YOUTH, 16 TO 21 YEARS OF AGE. New York State Education Department. EDRS Order Number ED 012 854, price MF $0.50, HC $5.70. 112p. 1966.

A five-member consultant team, during the summer of 1966, developed a program for out-of-school youth which would relate work and study and provide on-the-job training with the ultimate goals of placing participants in suitable vocations and assisting their return to formal education leading to a high school diploma. This proposal outlines program goals, organizational structure (chain of authority, advisory board, staff responsibility) center population (selection, recruitment, description to be sent to agencies), teacher qualifications (personality, skills, background), staff training program (orientation, overview of staff approach), center program (schedule, physical facilities, student salaries), and coordinating activities (meetings, evaluation, student involvement in decision making, advisory council, and planning).

A COMPARATIVE ANALYSIS OF THE IMPACT OF VARIOUS TYPES OF CURRICULA ON THE VOCATIONAL SUCCESS OF SCHOOL DROPOUTS. Boggs, Gerald Eugene. Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C., Sponsor. EDRS Order Number ED 022 062, price MF $0.50, HC $5.80. 114p. May 1967.

The purpose of this dissertation, submitted to Oklahoma State University, was to investigate vocational success differences in four groups of subjects at the Manpower Development and Training Act School Dropout Rehabilitation Program in Okalhoma City in 1965. An ex post facto design involved 162 subjects in three curriculums (combination, vocation, or academic); 40 of these had dropped out or did not start the program and served as a control group. The subjects had to be (1) unemployed or underemployed school dropouts, (2) between the ages of 17-22, (3) out of school at least one year, and (4) judged capable of completing the program. Vocational success measures taken at 6-month and 1-year intervales after training were (1) entry into the labor market, (2) employment status, (3) number of jobs held, (4) number of days employed, (5) weekly wages, (6) job performance, and (7) job satisfaction. Results significant at the .05 level were: (1) The ratio of subjects entering the labor market to subjects not entering was greater for the vocational group than for the control group, (2) The ratios of employed to unemployed were greater for the combination and vocational groups than for the control group, (3) Combination vocational, and academic groups were employed more days than the control group, and (4) the combination and vocational groups were employed more days than the academic group.

YOUTH OPPORTUNITY CAMPAIGN - SUMMER 1966, A REPORT OF TRAINING CONDUCTED BY FEDERAL AGENCIES FOR NON-COLLEGE YOUTHS EMPLOYED DURING THE SUMMER OF 1966. United States Civil Service Commission, Office of Career Development, Washington. 19p. February 1967.

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR SUMMER YOUTH DEMONSTRATION PROGRAM THROUGH YOUTH OPPORTUNITY CENTERS. Report. Nichols, William O. and Borsuk, Charles S. United States Department of Labor, Office of Manpower Policy, Evaluation and Research. EDRS Order Number ED 014 017, price MF $0.50, HC $3.50. 68p. 1967.

The 1966 Summer Youth Demonstration Program operated at 50 Youth Opportunity Centers (YOC) in 22 states. Designed to provide a stronger relationship between community youth and the Youth Center, local people on summer vacation were hired to work in the programs. They acted as inhouse clerical help, community workers in outreach activities, interviewers and job developers for the Summer Placement Program, and aided in group guidance training. The late start of the program (July 1) created serious handicaps. The Community Worker Program suffered from lack of lead-time to select personnel, and only about 25 percent of applicants were placed in summer jobs. However, there was some real success. The youth provided real service to the Centers. The group guidance classes (called TIDE for testing, informing, discussing, and evaluating) were considered an outstanding success in providing orientation to the working world and exploration and clarification of attitudes and relationships. It is recommended that some form of summer youth employment program be part of Youth Center services, that the TIDE program be refined and demonstrated with accurate and timely controls over grant-in-aid payments and reporting procedures and, if successful, should be incorporated as a regular part of MDTA training.

YOUTH IN NEW YORK CITY -- OUT-OF-SCHOOL AND OUT-OF-WORK: A STUDY OF EMPLOYMENT AND EDUCATION OF TEENAGERS AND YOUNG ADULTS. REPORT. Koval, Mary and Vogel, Anita S. New York City Youth Board. EDRS Order Number ED 020 956, price MF $0.25, HC $2.50. Also available for $1.00 from the New York City Youth Board, 79 Madison Avenue, New York, New York 10016. 44p. December 1963.

Presented against the background of the characteristics of the New York City labor market are facts about the number of youths in the 16- to 24-year-old age group who are unemployed and not in school and about the school attainment of New York City youth. A comparison of the school attainment and employment status of white and nonwhite youth is also provided, and projections are made about employment in the future. It was found that at least 72,200 out-of-school youths have job problems. Teenagers and school dropouts are most heavily hit by unemployment, especially Negroes and Puerto Ricans. Almost half the city's youth enters the job market without a high school diploma. Nonwhites show a poorer record than whites in educational attainment, employment rates and job levels. A rising youth population and a decreasing labor market for the unskilled and under educated points to future aggravation of this problem.

RESTORATION OF YOUTH THROUGH TRAINING, A FINAL REPORT. Sullivan, Clyde E. and Mandell, Wallace. Wakoff Research Center, Staten Island, New York. EDRS Order Number ED 016 138, price MF $1.75, HC $20.55. 409p. April 1967.

The purpose of the project was to provide vocational training for a sample of young jail inmates on Rikers Island in New York City and to evaluate their subsequent performance and adjustment upon release. Of 264 inmates selected upon the basis of testing and other criteria, 137 were randomly assigned to an experimental and 127 to a control group. The control group followed ordinary jail routine, and the experimental group received punched-card data-processing machine training, remedial reading instruction, individual counseling, post-jail supportive service, and job placement assistance. The project was beset by problems including institutional sponsorship, complete staff turnover, financial difficulties, and misunderstanding. Despite these difficulties, the study showed evidence that a vocational education program in jail coupled with post-release services does make a difference in job performance and social adjustment. Differences between experimental and control groups favored the former group in (1) non-return to jail, (2) non-return to jail even if addicted to drugs, (3) new job opportunities upon release, (4) social mobility as evidenced by job level, (5) reduction in incidence of physical labor jobs, (6) increase in jobs with promotion potential, (7) increase in jobs where job training was available, and (8) increased tenure with firms hiring inmates upon release.

OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH (Manpower/Automation Research Monograph, 5). Chapman, Jane R. United Stated Department of Labor, Washington, D. C., Manpower Administration. Bibliogs, pp31-46, 47-49. 69p. May 1966.

This study investigated to what extent the Oak Glen, California, work camp program was providing the training, experience, and personal traits which would enable participants to find and hold employment. The camp accepted young men aged 16-21, not in school, unemployed, and preferably with no polic record. Data for the period November 1963-February 1964 were collected on 77 current trainees, 113 graduates, 207 dropouts, and 82 who were accepted but never appeared. Reading skills (California Reading Test), math skills (California Wide-Range Math Test), intelligence, and general aptitude (General Aptitude Test Battery), were tested. Camp files and unstructured interviews with school, forestry, and State Department of employment personnel were also used. Almost 70 percent of graduates were employed, compared with about 55 percent of dropouts. Educational levels were the only significant predictor of success. Disinterest and homesickness were the reasons most often cited for dropout. Good physcial condition was positively related to satisfactory performance and attitudes. Ethnic background apparently had little bearing on performance.

THE TRY PROJECT: A DEMONSTRATION OF A COMPREHENSIVE EDUCATIONAL MODEL FOR DISADVANTAGED YOUTH. FINAL REPORT. Sharar, Paul H. and others. Training Resources for Youth, Inc., Brooklyn, New York. EDRS Order Number ED 029 985, price MF $1.25, HC $16.45. 327p. February 1969.

Training Resources for Youth, Inc. (TRY) was formed as an independent membership corporation under the laws of New York State to conduct a demonstration training center for out-of-school, out-of-work, or underemployed male youth, age 17 through 21. The basic goals were to develop sound methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth and to provide an educational environment in which youth could learn the necessary vocational, personal and social skills. Of the 544 trainees who were enrolled in the TRY project, the results show that 48 percent graduated, 45 percent dropped out or were discharged, and 7 percent terminated for reasons not related to the project. A followup study of TRY graduates show that 12 percent went to college, 76 percent were placed in training-related jobs, 7 percent went to the armed forces, 4 percent were placed in nontraining-related jobs, and 1 percent went on to other training programs. The mean starting pay for all placed graduates was $82.00 per week or $4,264 per year.

A DESIGN FOR ACTION RESEARCH AT PROJECT TRY. FINAL REPORT. Rosenberg, Sidney, Adkins, Winthrop R. Training Resources for Youth, Inc., Brooklyn, New York. EDRS Order Number ED 018 524, price MF $0.75, HC $6.70. 132p. September 1967.

This report outlines a demonstration research training program for 600 disadvantaged 17-21-year-old out-of-school, unemployed or underemployed males from the predominantly Negro Bedford-Stuyvesant area of Brooklyn. The program offers these youths trade training, life skills education, recreation and such special services as job placement and general posttraining followup. The ideal racial composition of the program is considered to be 70 percent Negro, 15 percent Caucasian, and 15 percent Puerto Rican. Program personnel are drawn largely from Bedford -Stuyvesant community. In addition to the actual training of the youth, the program seeks to develop a new curriculum and to determine through comprehensive action research its effectiveness in producing positive changes in trainees' attitudes and behavior. A multifaceted action research design is described in detail and various operational problems in conducting the research are discussed. A "life skills curriculum model," which exemplifies an experience-centered approach to curriculum development, is presented.

OFFICE OF MANPOWER AUTOMATION AND TRAINING, (OMAT) PROJECT P 3-63, (FINAL REPORT TO THE SECRETARY OF LABOR, UNITED STATES DEPARTMENT OF LABOR), National Institute of Labor Education, Youth Employment Program Washington, D. C. 20036. 98p. July 1965.

The National Institute of Labor Education (NILE) Youth Employment Program was undertaken to encourage organized labor's use of its facilities and abilities to establish pre-apprenticeship, institutional, and on-the-job training programs for unemployed youths formerly unable to qualify. Several projects, approved by the Office of Manpower, Automation and Training (OMAT), are outlined in this report.

OMAT PROJECT 82-29-48. FINAL REPORT. New Jersey Office of Economic Opportunity, Trenton. EDRS Order Number ED 022 606, price MF $0.50, HC $4.75. 93p. September 1966.

A Rural Youth Development Program was organized in 1965 as an agency under the New Jersey Office of Economic Opportunity to provide counseling, education, vocational training, and job placement for approximately 600 disadvantaged New Jersey rural youth. The first of two phases was designed to provide 450 young men, ages 16 through 21, with short term employment at publicly owned facilities, and was administered by the State Department of Conservation and Economic Development. The second phase, the Manpower Development and Training Component, which was supported by a contract with the Office of Manpower, Automation, and Training of the United States Department of Labor, was designed to provide on-the-job training with public or private employers for the 450 young men completing the first phase of the program, plus 150 additional youths.

DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATION PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT, NO. 2. Fuller, Gerald R. and Phipps, Lloyd J. Illinois University, Urbana, College of Education. EDRS Order Number ED 023 529, price MF $0.25, HC $1.00. Also available from Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801. 18p. September 1968.

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to explore the degree of upward social and occupational mobility which society might realistically expect from residents of a rural economically depressed area. Social class structure was identified as a related factor and examined in a rural, Southern Illinois county. It was found thatthe sociological phenomenon of class stratification of the economically depressed area studied was characterized as primarily middle, upper-working, and working class. It was concluded that an agrarian economically depressed area generally contained youthand adults who wanted to and would work. However, the majority of the youth and adults tended to select lower status occupations due to local availability and social circumstances. An implication drawn from the study was that full development of economically depressed rural areas will occur when business, industry, and education join forces in a planned, systematic attack on economic and social problems.

RURAL MANPOWER DEVELOPMENT PROGRAM, ACHIEVEMENT REPORT. New Jersey Office of Economic Opportunity, Trenton. EDRS Order Number ED 022 607, price MF $0.50, HC $4.75. 93p. April 1968.

The Rural Manpower Development Program (RMDP) is an agency of the New Jersey Office of Economic Opportunity established for the purpose of demonstrating the feasibility of a comprehensive manpower service for unemployed or underemployed disadvantaged people from the rural areas of New Jersey. Included in this achievement report is historical and background information about the RMDP, plus separate sections which discuss administration of the program, transportation, Nelson Amendment (Adults), Vocational Evaluation Centers, work experience, education, counseling, job development, medical-vocational rehabilitation, and program evaluation techniques.

ACTION FOR EMPLOYMENT; A DEMONSTRATION NEIGHBORHOOD MANPOWER PROJECT. Final Report. ACTION-Housing, Inc., Pittsburgh, Penna. United States Department of Labor, Office of Manpower, Automation, and Training. EDRS Order Number ED 011 984, price MF $0.50, HC $4.15. 81p. February 1966.

A one-year demonstration project studied a neighborhood-based system in which volunteer neighborhood counselors helped unemployed and underemployed young men through a job training program and into employment. A Mid-Way Report concentrated on recruitment and training. This final report concentrates on the role of the volunteer and on the development of a neighborhood support system for training and employment. Volunteers helped the professional staff of the neighborhood employment center recruit and interview trainees, they counseled them through the training period and assisted in getting them jobs. The project showed that indigenous, nonprofessional neighborhood people could be trained to carry out some professional employment functions. Women made the best interviewers, but were reluctant to make home visits, while men were more sucessful as counselors. Certain characteristics seem to make for success -- such as maturity, marriage, a long term, steady job, previous community volunteer work, etc. Reasons for trainees' staying in the training program were -- counselor support, motivation, excellent teachers, training allowance, and neighborhood support. Reasons for dropping out were -- dislike of school situation, lack of motivation, and no training allowance.

DEVELOPING GROUP COUNSELING MODELS FOR THE NEIGHBORHOOD YOUTH CORPS. FINAL REPORT. Daane, Calvin and others. Arizona State University, Tempe. EDRS Order Number ED 028 476, price MF $1.25, HC $15.15. 301p. January 1969.

Counseling in small groups was planned for a sample of youth from the Neighborhood Youth Corps (NYC). Five models were involved: (1) Interpersonal, (2) Intropersonal, (3) Problem Identification, (4) Perceptual Modification, and (5) Relationship. Each model, designed to elicit specified behavior, utilized task prescriptions, selective responding, modeling, and "other-rapport" statements. Basic goals for the study were recommendations for NYC counseling and new variables for later research. Four areas of data were gathered: (1) pre- and post-testing, (2) comparison of enrollee behavior prior to and during counseling, (3) a comparative verbal interaction analysis between models, and (4) counselors' evaluation and self report.

STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART 1, WORK ATTITUDES, SELF-IMAGE, AND THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF WORK-SEEKING NEGRO YOUNG ADULTS IN NEW YORK CITY. Herman, Melvin, and Sadofsky, Stanley. New York University, New York, Graduate School of Social Work. EDRS Order Number ED 015 312, price MF $1.00, HC $12.20. 242p. January 1967.

Interviews and questionnaires from 601 job seekers at the HARYOU-ACT Center and John F. Kennedy JOIN Center between November 1965 and June 1966 furnished data for this study of work-seeking Negro youths between the ages of 16 and 21. Similar data were collected from three control samples including 260 male juniors and seniors at a predominantly white college, and 196 Negro male college freshmen and sophomores at predominantly Negro Howard University. The job-seeking Negro youth from the ghetto is well aware of the gaps in his education and his vocational training and is seeking ways to remedy these gaps. He evidently feels that the New York City public school system is not a source of remedy for these deficiencies. He is more likely to see work as a minimal means of surviving than as something of intrinsic interest or value. The low self-esteem he exhibits, especially in contrast to white and Negro middle-class youths in the same age groups, impairs his ability to seek and hold jobs, erodes his commitment to work, depresses his aspirations toward a better condition of life, and continually presses him toward a state of despair, apathy, and surrender. Nevertheless, he appears very likely to respond to meaningful work-training programs if they are made available to him.

EXPERIENCES OF THE DRAPER E AND D PROJECT FOR THE OMAT PROGRAM; OPERATION RETRIEVAL--YOUTH. SEVENTH PROGRESS REPORT, SEPTEMBER 1-30, 1965. Draper Correctional Center, Elmore, Alabama. EDRS Order Number ED 020 310, price MF $0.50, HC $3.35. 65p. 1965.

Materials relating to various aspects of the Center's Vocational Education Program for young inmates are presented to show a developmental picture of the program. Of 600 inmates, 37 applied for training, 50-60 were referred to academic school, 120 were served, 109 graduated, 50 were employed, 50 were awaiting parole and 120 were awaiting training.

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT; TRAINING AND PLACEMENT OF YOUTHFUL INMATES; DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. 10TH PROGRESS REPORT, APRIL 1 - JUNE 1, 1966. McKee, John M. and others. Draper Correctional Center, Elmore, Alabama. EDRS Order Number ED 020 304, price MF $0.50, HC $4.05. 79p. 1 June 1966.

Initiated as an experimental effort to help reduce the high rate of recidivism to Alabama's prisons, the Manpower Development and Training Project has graduated 173 youthful offenders as entry-level tradesmen. Jobs were secured for 142 graduates as they became eligible for parole. Six graduates were released to fact other charges, and 25 await parole eligibility and placement. Of the 18 graduates returned to prison, 15 had technically violated their parole, and only three had committed new offenses. A review of the problems encountered in the project shows the need for additional components-- A pre-training remedial reading program, and a post-training supervised setting in which graduates may receive guidance in practicing desirable social behavior.

THE DRAPER E&D PROJECT. FINAL REPORT. Rehabilitation Research Foundation, Elmore, Alabama, Draper Correction Center. EDRS Order Number ED 023 142, price MF $1.00, HC $12.55. 249p. August 1968.

As did Lorton and Rikers Island, the Draper Education and Development (E&D) Project demonstrated the feasibility of operating a manpower training program in a correctional setting. However, it was demonstrated that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. The project also demonstrated that a regular free-world manpower program should not be simply transplanted. Prisoners are a special group of disadvantaged persons; prisons are unique social institutions. Experiences in the Draper project show that successful implementation of a Manpower Development and Training (MDT) program in a state institution is contingent upon: (a) institutional attitude; (b) strong support of correctional management; (c) effective agency coordination; (d) staff training, development, and flexibility; and

(e) effective public relations.

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. ELEVENTH PROGRESS REPORT, JUNE 1-AUGUST 1, 1966, FEATURING -- COMMUNITY SPONSORSHIP PROGRAM. Draper Correctional Center, Elmore, Alabama, Rehabilitation Research Foundation. EDRS Order Number ED 013 420, price MF $0.50, HC $5.05. 99p. 1966.

The Vocational Experimental-Demonstration Project at Draper Correctional Center, an experiment to reduce recidivism through vocational training, in its first 21 months trained 173 youths in seven trades and placed 150 graduates in jobs. Details of selection, counseling, training, placement, and follow-up of inmates the use of individualized programmed materials and of experiments to increase motivation in basic education classes are given in this report. Although the Project has succeeded in teaching trades, it has failed in effecting enough behavioral change to avert recidivism and persistent deviant behavior--the rate of recidivism among parolees has actually increased since the last report. In an effort to produce behavioral change two proposals are made -- (1) to initiate a detailed study of each returnee, analyzing his failure and prescribing treatment, and (2) to begin a Community Sponsor program coordinated through the parole supervisor. Working with community organizations, the parole office will train men to assist the newly released inmate to adjust to society and to succeed in his new trade.

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. TWELFTH PROGRESS REPORT, AUGUST 15-OCTOBER 15, 1966, FEATURING -- AUTO SERVICE STATION MECHANIC-ATTENDANT COURSE. Draper Correctional Center, Elmore, Alabama, Rehabilitation Research Foundation. EDRS Order Number ED 013 421, price MF $0.75, HC $6.60. 130p. 1966.

The Demonstration Project at Draper Correctional Center aims to show that vocational training leading to employment, intensive counseling, basic education classes, and a program of community sponsorship of releasees can decrease the rate of recidivism and effect enough behavior change in inmates to turn them into useful citizens. Training objectives are -- (1) to teach a group of youthful offenders a trade (courses offered are welding, radio and TV repair, appliance repair, auto mechanics, barbering, bricklaying, and technical writing), (2) to construct programmed materials, (3) to assess ways to improve training and insure placement and guidance of trainees after parole, and (4) to make training materials available to other institutions. Supplementary classes are given in remedial reading and personal-social skills. The auto mechanics course, reviewed in detail in this report, was developed around commercial training materials including a programmed text. Needs of area employers, availability of equipment, and the capabilities of trainees were considered in course planning. A follow-up study of the college students who have been employed as subprofessionals in work-study programs is underway to determine the effect of their work at Draper on their college and careers.

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. FOURTEENTH PROGRESS REPORT, DECEMBER 15, 1966 - FEBRUARY 15, 1967. Draper Correctional Center, Elmore, Alabama. EDRS Order Number ED 013 423, price MF $0.50, HC $6.00. 118p. 1967.

Dissemination of program findings to the correctional field is a key objective of the current phase of the Experimental-Demonstration Project for vocational training of inmates at Draper Correctional center. Leaders in corrections and manpower training will meet in four conferences, plans for which are outlined in this report. Because 23 percent of the 186 released graduates of the program have been returned to prison, a study is underway to analyze the factors in the recidivist's inability to succeed in the free world. Questionnaires drawn up for interviews with the recidivist, parole supervisor, employer, and family are included. To provide educational skills necessary to enter vocational courses and advance in trades, all trainees are scheduled for remedial classes for eight hours each week. Individualized programmed instruction is prescribed for each student on the basis of his deficiencies as interpreted from the Metropolitan Achievement Test.

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. FIFTEENTH PROGRESS REPORT, MARCH 1-MAY 1, 1967. Draper Correctional Center, Elmore, Alabama. Rehabilitation Research Foundation. EDRS Order Number ED 013 424, price MF $0.75, HC $6.60. 130p. 1967.

In the Draper Manpower Development and Training Project, initiated to train institutionalized offenders in trades, 810 inmates have been tested for ability, aptitude, and educational achievement. A picture vocational preference test was devised to overcome the group's verbal disability. Of the 331 inmates accepted for training, 231 have graduated, 63 are in training, and 37 were dropped. Programmed lessons in basic education and vocational skills have been developed and are available for use with other disadvantaged groups. Inservice training has enhanced the capabilities of the staff, which is complemented by college students who work for one semester. Efforts to lower the recidivism rate include a study of recidivists, development of socialization materials, plans for a transitional program for releasees, and a community sponsorship program in which volunteers and organizations become involved in the rehabilitation of the parolee. A program to disseminate findings is underway.

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. EIGHTH PROGRESS REPORT, NOVEMBER 1, 1965 - FEBRUARY 1, 1966. McKee, John M. Draper Correctional Center, Elmore, Alabama. EDRS Order Number ED 020 306, price $0.75, HC $7.95, 157p. 1 February 1966.

Seventy-eight parolees in the Center's Deomonstration Project sucessfully completed vocational courses and were employed. Of 83 inmates in training at present, 21 had a low reading ability which prevented their comprehending the shop related studies, but specially designed materials of varying levels are being introduced into courses, and others are soon to be tried. Followup findings indicating that training and counseling were not sufficient for the complete reclamation of these offenders resulted in a proposal for a youth development center to extend counseling, training, placement, and followup services that have been helpful to at least 70 percent of Draper graduates. Programmed instruction seemed to be an appropriate means of learning for those who had a third or fourth grade reading ability. Deficient students spent time in the reading laboratory of the academic program. Approximately 30 percent of the graduates were experiencing some difficulty in making the transition from prison to a free society. The new followup counselor was responsible for four graduates' success in not becoming technical parole violators. He also worked with parolees' families and is documenting problems to help strengthen the training program.

C. Low Aptitude Military

PROJECT 100,000: THE TRAINING OF FORMER REJECTEES. Greenberg, I. M. In PHI DELTA KAPPAN; v50 n10 p570-574 June 1969.

PROJECT ARISTOTLE SYMPOSIUM. Institute for Development of Educational Activities, Dayton, Ohio. Available from National Security Industrial Association, 1030 15th Street, N. W., Washington, D. C. 20005, 651p. 1969.

The first annual Aristotle Symposium was held in Washington, D.C., in December 1967 and dealt with the potential collaboration of government, education, and industry in educational development. Task groups were concerned with the following specific areas: (1) Department of Defense programs for training of low aptitude persons (Project 100,000) and transfer of skills to civilian life (Project Transition); (3) information technology; (4) frontiers of educational research; (5) new developments in teaching/learning technology including, in part, use of computers, teaching machines, audiovisual apparatus, trainers and simulators, and biomedical education (6) systems approach to education; (7) educational issues and evaluation; and (8) the challenge of the world educational crisis.

PROJECT ARISTOTLE SYMPOSIUM. TASK GROUP I - PROJECT 100,000. Teal, Gilbert and others. In Proceedings of the NSIA Project. Aristotle Symposium, Washington, D. C., December 6-7, 1967, which are available from NSIA Publications Department, Suite 800, 1030 15th St., N. W., Washington, D. C. 40p. 1969.

In a report on the proceedings of the Project Aristotle Symposium, this section dealt with the United States Defense Department's Project 100,000 under which men who had previously been disqualified from military service because of low aptitude and/or correctable physical disabilities were accepted and enrolled in remedial programs. General findings after a year of operation include: (1) the men, not a homogeneous group, did not perform as well in training as those who had scored higher on the entrance tests, but the attrition rate, especially in the simpler technical courses which stressed manual training was much lower than expected; (2) individualized attention, such as after hours counseling/tutoring, proved significant factor in boosting their self-concepts.

FLEET PERFORMANCE OF PROJECT 100,000 PERSONNEL IN THE AVIATION STRUCTURAL MECHANIC S (STRUCTURES) RATING, FINAL REPORT. Mayo, George D. Naval Personnel Research Activity, San Diego, California. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-685-601, price MF $0.65, HC $3.00. 29p. February 1969.

The fleet performance of a small group of Project 100,000 (low aptitude) personnel was assessed by means of an evaluation form completed by their supervisors after the men had been on board for approximately seven months. The men had previously been trained for the Navy rating, Aviation Structural Mechanic S (Structures), AMS. The performance of other personnel working in the AMS rating, who had been attached to the same squadron for a comparable period, also was assessed for purposes of comparison. Statistically significant differences between the two groups were not found. The performance of Project 100,000 personnel in the AMS rating ranged from above average to satisfactory.

TESTING PROJECT 100,000 PERSONNEL. Dudek, Edmund E. and others. Clearinghouse for Federal Scientific and Technical Information, price MF $0.65, HC $3.00. In Proceedings of Annual Conference of the Military Testing Association, 10th, San Antonio, Texas, September 16-20, 1968. 15p. October 1968.

Papers presented on problems of recruit training, personnel selection and classification by the Armed Forces Qualifying Test, general problem areas (psychometrics, test difficulty, test content, cultural factors, fear and low motivation toward testing), and the challenge of improving "new standards" testing for reenlistment and other purposes.

PROJECT ONE HUNDRED THOUSAND; CHARACTERISTICS AND PERFORMANCE OF "NEW STANDARDS" MEN. DESCRIPTION OF PROJECT ONE HUNDRED THOUSAND. Office Secretary of Defense, Washington, D. C. Assistant Secretary of Defense (Manpower and Reserve Affairs). EDRS Order Number ED 031 634, price MF $0.50, HC $3.75. Two volumes. 73p. 1968.

Initiated in October 1966 by the Department of Defense, Project One Hundred Thousand accepts men who would not have qualified for military service under previous standards, and upgrades them medically and educationally. Major aims were to broaden opportunities for enlistment, equalize military service obligations, assure foresighted military planning, and, through Project Transition, help "new standards" men become productive citizens when they return to civilian life.

THE DEVELOPMENT OF SPECIALIZED EDUCATIONAL PROGRAMS FOR POOR LEARNERS FOR USE IN NON-EDUCATIONAL SETTINGS. FINAL REPORT. Sandhofer, Richard G. and Nichols, Jack L., editors. Minneapolis Rehabilitation Center, Inc., Minnesota, Research and Development Division. EDRS Order Number ED 029 973, price MF $0.25, HC $2.25. 43p. December 1968

Automated audio visual vocational training courses for duplication machine operator and janitor occupations were developed for poor learners to use in rehabilitation centers, state hospitals, etc.

Program development included: (1) surveying pertinent literature in the field of program learning of occupations, (2) visiting business and industrial concerns to determine trainee responsibilities, (3) training curriculum development personnel, (4) preparing, testing and revising subject matter, (5) selecting a presentation system, (6) integrating the content and presentation system, and (7) monitor trainee performance in the completed program.

THE DEVELOPMENT AND EVALUATION OF TRAINING METHODS FOR GROUP IV PERSONNEL. 1. ORIENTATION AND IMPLEMENTATION OF THE TRAINING METHODS DEVELOPMENT SCHOOL (TMDS). Steinemann, John H. United States Naval Personnel Research Activity, San Diego, California. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-679-174, price MF $0.65, HC $3.00. 26p. October 1968.

The investigation is part of continuing Navy research on the Trainability of Group IV (low ability) personnel intended to maximize the utilization and integration of marginal personnel in the fleet. An experimental Training Methods Development School (TMDS) was initiated to provide an experimental training program, with research controls, for evaluating the relative effectiveness of alternative training content and methods for such personnel. The TMDS curriculum is composed of courses in skill and knowledge areas which have been identified as most suitable and usable for newly assigned unrated personnel aboard ship. Trainees of the first three classes, representing the complete range of Group IV scores, were taught a variety of skills and knowledge (basic orientation, soldering, gauge and dial reading, basic hand tools, electronic equipment, practical mathematics) despite limitations in verbal and mathematical abilities. Successful training of marginal personnel appears to involve minimizing reliance on aptitudes which are known to be limited, and capitalizing on other important aptitudinal and experimental variables.

AN INVESTIGATION OF THE FEASIBILITY OF NAVY COMMISSARYMAN TRAINING FOR GROUP IV PERSONNEL. Hooprich, Eugene A. and Steinemann, John H. Naval Personnel Research Activity, San Diego, California. Available from Clearinghouse for Federal Scientific and Technical Information, Order Number AD-664-419, price MF $0.65, HC $3.00. 30p. September 1967.

An investigation was conducted to determine the feasibility of providing Navy Class A Commissaryman School training for Mental Group IV personnel. The achievement of 17 Group IVs was compared with that of 29 regular students in two successive eight-week classes of the Commissaryman School. Research data were obtained from service records, pretraining and course achievement tests, pretraining and posttraining questionnaires, and interviews with instructors. Group IV personnel successfully completed the Comissaryman training. However, their course achievement, as measured by typical school tests, tended to be significantly less than that of regular students in the same classes. Specific problem areas were identified, and the appropriateness of certain job aids and training modifications was discussed.

A SECOND INVESTIGATION OF THE FEASIBILITY OF NAVY COMMISSARYMAN TRAINING FOR GROUP IV PERSONNEL. Hooprich, Eugene A. Naval Personnel Research Activity, San Diego, California. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-671-186, price MF $0.65, HC $3.00. 29p. 1968.

An investigation was conducted to determine the feasibility of providing Navy Class A Commissaryman School training for Mental Group IV personnel. The achievement of 14 group IV personnel was compared with that of 18 regular input personnel in the same eight week class. Research data were obtained from service records, pretraining and course achievement tests, questionnaires, and interviews with instructors. Although the Group IV personnel successfully completed the Commissaryman training, their course achievement, as measured by typical school tests, tended to be significantly less than that of the regular students in the same class. However, the achievement of the Group IV and regular students was similar when evaluated by actual job performance measures. Statistical analyses of the relationships between pretraining variables and course achievement criteria also were performed. The results are compared with those of the previous investigation at the Commissaryman School.

AN INVESTIGATION OF THE FEASIBILITY OF NAVY AVIATION STRUCTIONAL MECHANICS S (STRUCTURES) TRAINING FOR GROUP IV PERSONNEL. Harding, Larry G. and others. Naval Personnel Research Activity, San Diego, California. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-665-304, price MF $0.65, HC $3.00. 32p. January 1968.

The purpose of this research investigation was to determine the appropriateness of current Aviation Structural Mechanic S (Structures) School, Class A., training for Mental Group IV personnel. It was found that 50 percent of the Group IV students would have been dropped from training prior to the completion of the sequence while the normal attrition rate does not exceed one percent in any of the courses. The Group IV students had their greatest difficulties with relatively abstract material in the area of mathematics and physics. On performance tests and shop projects their work was on a par with that of the regular students. The current training sequence does not seem to be suitable for use with Group IV students.

FEASIBILITY OF STEELWORKER CLASS "A" SCHOOL TRAINING FOR GROUP IV PERSONNEL Standlee, Lloyd S. and Saylor, John C. United States Naval Personnel Research Activity, San Diego, California. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-675-777, price MF $0.65, HC $3.00. 21p. August 1968.

The performance of Group IV personnel who were additionally restricted to GCT (General Classification Test) was compared with that of 35 regular recruits in two classes of the Steelworker School, Port Hueneme, California. All the Group IV trainees completed the full 12 weeks training; three, however, failed to meet graduation requirements and were assigned to duty as Contructionman Apprentices without being designated as strikers. Group IV trainee achievement scores were, on the average, lower than those of the regular trainees in all areas of instruction. Differences were greater in academic than in practical areas. Mathematics caused the Group IV trainees the most difficulty. It appears that no major changes are required to enable Group IV personnel to attend the Steelworker Class "A" School, although the extensiveness and complexity of the mathematics portion of the curriculum might be reduced if this seems warranted.

A PERFORMANCE-ORIENTED ELECTRONICS TECHNICIAN TRAINING PROGRAM. II. INITIAL FLEET FOLLOW-UP EVALUATION OF GRADUATES. Van Matre, Nicholas H. and Steinemann, John H. U. S. Navy Training Research Laboratory, U. S. Naval Personnel Research Activity, San Diego, California 92152. AD-647-553. 32p. December 1966.

In 1964 the Navy Training Research Laboratory developed a program to train men whose aptitudes were lower than those typically qualified for ETA School in a shorter period of time so that their skill would be immediately useful on the job. The course content emphasized practical work with standard Navy equipment and restricted mathematics and electronic theory to that directly related to job performance. After six months in the fleet, 26 graduates of the first two classes were evaluated and compared with a group of 24 class A trained Electronic Technicians. Evaluating instruments included actual performance tests, rating scales, interviews, proficiency rankings, and written tests. The results indicated that the experimentally trained ET's were performing satisfactorily in the fleet with overall proficiency not significantly different from that of the comparison sample.

FEASIBILITY OF EQUIPMENT OPERATOR CLASS "A" SCHOOL TRAINING FOR GROUP IV PERSONNEL. Standlee, Lloyd S. and Saylor, John C. United States Naval Personnel Research Activity, San Diego, California. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-670-213, price MF $0.65, HC $3.00. 20p. March 1968.

The performance of 17 Group IV personnel was compared with that of 30 regular personnel in two classes of the Equipment Operator School, Port Hueneme, California. Two of the Group IV trainees were set back for disciplinary reasons. None of the Group IV trainees failed the course for academic reasons, though their course achievement test scores were lower than those of the regular trainees. The single curriculum area causing Group IV trainees the most difficulty was mathematics. It appears that no major changes are required to enable Group IV personnel to complete the currciulum of the Equipment Operator Class "A" School, though the mathematics portion of the curriculum might be further reexamined with a view toward reducing the extensiveness and the complexity of mathematics instruction.

SECOND STUDY OF EQUIPMENT OPERATOR CLASS "A" SCHOOL TRAINING FOR GROUP 4 PERSONNEL. Standlee, Lloyd S. and Saylor, John C. Naval Personnel Research Activity, San Diego, Californai. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-684-784, price MF $0.65, HC $3.00. 22p. January 1969.

The performance of six Group 4 (marginal) Navy personnel was compared with that of 16 regular recruits at the Equipment Operator School, Port Hueneme, California. Two of the Group 4 trainees were set back for motivational and academic reasons. None of the Group 4 personnel failed to pass the course, though their course achievement test scores were lower than those of the regular trainees. The curriculum area causing Group 4 trainees the most difficulty was mathematics. When only Group 4 personnel were considered, armed Forces Qualifying Examination scores were not predictive of course achievement. It appears fairly well substantiated that no major changes are required to enable Group 4 personnel to complete the curriculum of the Equipment Operator Class "A" School.

FLEET EFFECTIVENESS PREDICTION STUDIES AT A RECRUIT TRAINING COMMAND. Plag, John A. and Goffman, Jerry M. United States Navy Medical Neuropsychiatric Research Unit, San Diego, California. In NAVAL RESEARCH REVIEW; p18-25 June 1968.

Data are presented to illustrate some of the research procedures which are employed in ascertaining the military effectiveness of groups of naval enlistees. In this particular study it was found that a high percentage of enlistees who perform poorly enough in recruit training to require assignment to a special indoctrination company are judged to be noneffective enlistees in the fleet. The results also suggest that some of the enlistees assigned to special indoctrination companies in recruit training, particularly those whose initial predicted effectiveness scores are low, have such meager odds for rendering acceptable performances in the fleet that their immediate release from service would probably be justified.

A STUDY OF CATEGORY IF PERSONNEL IN BASIC TRAINING. Goffard, S. James and others. George Washington University. Human Resources Research Office, 300 North Washington Street, Alexandria, Virginia 22314. 36p. April 1966.

In anticipation of the Army's projected Special Training and Enlistment Program to upgrade the capabilities of marginal personnel, this study was made of the nature and problems of these men. It examined men in Mental Category IV on the Armed Forces Qualification Test during basic combat training and compared them with those in other categories, in terms of background, experiences, and achievement. Samples of men were matched on the basis of their Army component. Information was gathered from Army records, peer and superior ratings, and an interview. It was found that more of the men in Category IV came from poor social, economic, educational, and occupational backgrounds and more of them had favorable attitudes toward the Army and had tried to enlist at some earlier time. Although their measured aptitudes, especially those demanding verbal and symbolic abilities, were considerably inferior to the others, there was extensive overlapping of the two groups, particularly on measures of performance. It was concluded that many men in this group are capable in respect of both training and job performance and can be used in the Army without having gone through a program of general educational development.

VI. INSTRUCTIONAL MATERIALS; GUIDES; TEACHER MANUALS

ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, FALL 1967. Ohio State University, Columbus, Center for Vocational Education. EDRS Order Number ED 013 337, price MF $0.75, HC $9.35. 185p. 1967.

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material. The setting for use of the material, and source of available copies.

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967. Ohio State University, Columbus, Center for Vocational Education. EDRS Order Number ED 015 349, price MF $40.25. HC not available from EDRS. 11,214p. 1967.

Documents announced in the Winter 1967 issue of "ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (AIM), with minor exceptions, are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) A vocational technical (VT) number index to documents in the microfiche collection, (2) A VT number list of 23 documents which were listed in AIM but are not in the microfiche collection, with a list of addresses from which these documents are available, (3) The author and subject index from AIM, and (4) The full text of documents listed in the VT number index.

MORE MATERIALES TOCANTE LOS LATINOS. A BIBLIOGRAPHY OF MATERIALS ON THE SPANISH-AMERICAN. Harrigan, Joan. Comp. Colorado State Department of Education, Denver. EDRS Order Number ED 031 344, price MF $0.25, HC $1.80. Also available from the Colorado Department of Education, Division of Library Services, Denver, Colorado 80203, price $0.50. 34p. June 1969.

A bibliography of materials published between 1964 and 1969 on the Spanish-American is presented to assist librarians and educators in locating Hispano instructional aids. Over 120 annotated entries list audio-visual aids and reading materials for students of all ages, professional materials for educators including librarians. ERIC materials pertaining to the Mexican-American, and new or forthcoming materials.

BASIC-REMEDIAL EDUCATION; HANDBOOK FOR MDT INSTRUCTORS. Tennessee State Board for Vocational Education, Nashville. EDRS Order Number ED 026 562, price MF $1.25, HC $13.65. 271p. 1968.

To provide information, examples, and ideas for teachers involved in Manpower Development Training programs, this handbook discusses many important aspects of such programs: basic philosophy, basic remedial education, the learning process, individual variations, classroom environment, course outline, lesson plans, the first and second weeks of classes, progression of instruction, instructional materials and aids, and closing the project--all from the viewpoint of an integrated plan to understand and treat the trainee as an individual who should be helped to develop his full potential.

SAMPLE BUSINESS EDUCATION TRAINING PLANS CONDUCTED UNDER MANPOWER DEVELOPMENT AND TRAINING PROGRAMS (FOR REVIEW PURPOSES). California State Department of Education, Sacramento. EDRS Order Number ED 018 598, price MF $0.50, HC $4.10. 80p. 1964.

Nine completed training plans are shown exactly as they were submitted by the training agencies that developed them. Training plans include the subject offerings, area to be covered in each subject, daily and weekly time blocks, and the number of hours allowed for each subject. The training agencies and occupations planned for include (1) Fresno College--Stenographer, (2) College of Marin--Secretary, (3) Pasadena City College--Clerk-Typist, (4) Hayward Unified School District--Medical Secretary, (5) Berkeley Unified School District--Salesperson (General), (6) San Diego City College--Reproduction Typist, (7) Sawyer School of Business-Stenographer, (8) Humphreys College-Stenographer and (9) Heald College-Stenographer. Excerpts from representative training plans in business education projects are given for (1) Reproduction Typist, Clerk-Typist, Clerk-Stenographer, Medical Secretary, Stenographer, Clerical, Secretary, Salesperson and Calculating Machine Operator.

INSERVICE TRAINING COURSE FOR INSTRUCTORS OF MDTA CLASSES. Teacher's Guide, 1967. New York State Education Department, Bureau of Continuing Education, Curriculum Development. EDRS Order Number ED 012 419, price MF $0.25, HC $1.85. 35p. 1967.

This guide was planned primarily for use in the schools of New York State to familiarize an instructor with the Manpower Development and Training Act (MDTA) and to give him knowledge of teaching techniques for MDTA courses. The emphasis is placed on the practical aspects of the MDTA and the practical aspects of teaching, rather than on discussions relating to intricacies of the law or theories of teaching. The guide consists of two parts. The focus of Part One is on the Act as it relates to the trainee -- including discussions of the duration of training, the training allowance, and limitations on the allowance. Part Two provides a topical outline geared to the requirements of teaching and MDTA course.

TECHNIQUES AND MATERIALS FOR TEACHING VOCATIONALLY RELATED ESOL TO YOUTH AND ADULT CHINESE AND SPANISH TRAINEES IN THE NEW YORK CITY BOARD OF EDUCATION, MDTP. Sussman, Evelyn K. Paper given at the third annual TESOL Convention, Chicago, March 5-8, 1969. EDRS Order Number ED 027 537, price MF $0.25, HC $0.35. 5p. March 1969.

THE VISITING HOMEMAKER, A SUGGESTED TRAINING PROGRAM. Office of Education, Washington, D. C. EDRS Order Number ED 013 310, price MF $0.25, HC $1.15. Also available from the United States Government Printing Office, FS 5.287--87002, price $.20. 21p. 1964.

SHEET METAL WORKER; A SUGGESTED TRAINING COURSE. Roney, Maurice. Oklahoma State University, Stillwater, Agriculture-Applied Science. EDRS Order Number ED 012 336, price MF $0.25, HC $1.30 24p. 1965.

The purpose of this curriculum guide is to assist administrators and instructors in planning and developing manpower development and training programs to prepare workers for entry-level positions in the sheet metal industry.

WORK INSTRUCTION PROGRAMS FOR THE FOOD SERVICE INDUSTRY. Konz, Stephen A. and Middleton, Raymona. Kansas State University, Manhattan. Agriculture and Applied Science. EDRS Order Number ED 011 961, price MF $0.25, HC $2.75. 53p. April 1967.

A project was initiated to develop efficient work methods for 100 common tasks in the food service industry and then to prepare programmed learning "packages" for each of these tasks for training potential employees and employees with lower levels of education to hold useful jobs. The concept of programmed learning packages for food servicing was demonstrated to be effective in preliminary field tryouts. Each package consisted of a set of slides, combining photos and captions, that depicted a series of programmed steps organized to teach a single food preparation task. Only 10 programmed lessons were completed when the project was cancelled because of lack of funds. The completed programmed lessons were made available for purchase through the Department of Institutional Management, Kansas State University.

A GUIDE TO HOUSEKEEPING. North Carolina State Board of Education, Raleigh. Adult Basic Education. EDRS Order Number ED 014 624, price MF $0.25, HC $2.95. 57p.

Instructions for cleaning every part of the house are given in outline form with pictures to illustrate procedures. For each job a list of supplies needed, step-by-step instructions, and special tips are given. A plan for keeping a clean house includes lists of jobs to be done daily, weekly, and monthly. The section on home safety includes placement of furniture and upkeep of floors and rugs, lists of safe clothing for the housekeeper, instructions for the proper use of electrical appliances, and safety precautions to be taken in the bathroom, kitchen, and with cleaning supplies and medicines.

NEW CAREERS: THE TEACHER AIDE. A MANUAL FOR TRAINERS. Steinberg, Sheldon S. and Fishman, Jacob R. University Research Corp., Washington, D. C. Information Clearinghouse. EDRS Order Number ED 025 470, price MF $0.25, HC $2.25. Also available from New Careers Institute, University Research Corp., 1424 17th St., N. W., Washington, D. C. 20036. 43p. October 1968.

THE HOMEMAKERS'S ASSISTANT, A SUGGESTED TRAINING PROGRAM. Office of Education, Washington, D. C. EDRS Order Number ED 013 319, price MF $0.25, HC $1.15. Also available from the United States Government Printing Office, GPO Number FS 5.287--87008, price $0.20. 21p. 1964.

HOTEL AND MOTEL HOUSEKEEPING AIDE, A SUGGESTED TRAINING PROGRAM. Office of Education, Washington, D. C. OE-87003. EDRS Order Number ED 013 324, price MF $0.25, HC $1.00. Also available from The United States Government Printing Office, GPO Number FS 5.287--87003, price $0.20. 18p. 1964.

NEW CAREERS: THE COMMUNITY/HOME HEALTH AIDE TRAINER'S MANUAL. University Research Corp., Washington, D. C. Information Clearinghouse on New Careers. EDRS Order Number ED 027 421, price MF $0.75, HC $9.70. 192p. October 1968.

The manual is designed to be used in training socially disadvantaged persons who have had no previous job experience in the health fields and who have only a fifth grade reading ability to function as (1) community health aides who present information received from a qualified source in laymen's language and in general assume the "expediter" role as a link between the client and the community's professional health resources, and (2) home health aides who function mainly to provide personal care in the home.

NEW CAREERS: THE SOCIAL SERVICE AIDE. A SOURCEBOOK FOR TRAINERS. Goldberg, Gertrude and others. University Research Corp., Washington, D.C. Information Clearinghouse. EDRS Order Number ED 025 466, price MF $0.25, HC $2.80. Also available from New Careers Institute, University Research Corp., 1424 16th Street, N.W., Washington, D.C. 20036. 54p. October 1968.

This manual is designed for trainers of social service aides in New Careers training programs. In these programs, (1) persons from disadvantaged backgrounds are prepared through on-the-job training and other methods for entry-level positions in human service agencies; (2) employing agencies are motivated to make corresponding changes in their structures, supervisory patterns, and attitudes to accommodate New Careerists; and (3) both New Careerists and employing agencies plan for career advancement opportunities and resultant changes in human service.

SUPERVISED FOOD SERVICE WORKERS, A SUGGESTED TRAINING PROGRAM. Office of Education, Washington, D. C. OE-87004. EDRS Order Number ED 013 311, price MF $0.25, HC $1.10. Also available from the United States Government Printing Office, GPO Number 5.287--87004, price $0.20. 20p. 1966.

VII. EVALUATION

A. Follow-up Studies; Prediction of Success; General Assessments

A SUMMARY OF JOB TRAINING PROGRAMS IN DETROIT; A COMPARATIVE STUDY. Sommerfeld, Donald Alfred. Michigan University, Ann Arbor. Clearinghouse for Federal Scientific and Technical Information, Order Number PB-183-742, price MF $0.65, HC $3.00. Ph.D.Thesis. 168p. 1969.

A followup study was made of 200 graduates (50 from each program) of different kinds of job training in Detroit, Michigan, during 1968 through the Northern Systems Company Training Center, the McNamara Skills Center, the Concentrated Employment Program Orientation and Operation Mainstream (CEPO-Mainstream), and the Direct On-the-job Training Program (OJT). Major findings included the following: (1) OJT, which had relatively highly qualified trainees, had a very favorable output (95% employed), and each of the other programs, which had almost all hard-core unemployed or disadvantaged trainees, had satisfactory results (70% to 80% employed); (2) the Northern Systems program tended to place trainees in lower paying but higher status jobs, while the CEPO-Mainstream program place trainees in higher paying but lower status (unskilled) jobs; (3) the Skills Center program took longer to place trainees, who entered jobs of intermediate level pay and status; and (4) in terms of trainee satisfaction, CEPO-Mainstream ranked highest, Northern Systems and the Skills Center were intermediate and OJT was generally rated low.

FOLLOW-UP STUDY OF MDTA E AND D PROJECTS CONDUCTED BY MORGAN STATE COLLEGE. Stevenson, Diantha. Bureau of Social Science Research, Inc., Washington, D. C. BSSR-369. EDRS Order Number ED 015 287, price MF $0.50, HC $3.35. 65p. May 1967.

Two projects carried out in the 9-county Eastern shore area of Maryland and served essentially the same target populations, the underemployed and the under privileged in an effort to improve their occupational positions. The first, September 1963 to September 1964, was devoted to vocational training and guidance, and the second, June 1964 to September 1965, to developing on-the-job training openings and easing job entry requirements and developing and utilizing a prevocational home study program, a network of volunteer tutors, community advisory boards, and counseling and followup techniques. Followup data were collected from interviews with project staff, community leaders, and program participants 6 to 12 months after completing training. Judged by the numbers who went through the system, the first project was not very successful as a testing-counseling-tutoring system for the channeling of unemployed into vocational training to improve their job opportunities. Although more was attempted in the second project and more individuals actually went into training. The long-term results were disappointing in relation to project goals.

EVALUATION AND SKILL TRAINING OF OUT-OF-SCHOOL, HARD CORE UNEMPLOYED YOUTH FOR TRAINING AND PLACEMENT; A FOLLOW-UP STUDY OF THE EXPERIMENTAL AND DEMONSTRATION MANPOWER PROGRAM. Smith, Arthur E. and others. St. Louis University, Missouri, Department of Education. EDRS Order Number ED 023 819, price MF $0.50, HC $5.00. 110p. (1965).

The effectiveness of the Youth Training Project administered by The Jewish Employment and Vocational Service (JEVS) of St. Louis, Missouri is assessed in this followup study. The report is based upon an analysis of data regarding 91 youths who actually completed the entire JEVS program and obtained from JEVS records and trainee and employer interviews. Fourteen variables related to the trainees and their work experiences were isolated, and it was hypothesized that significant differences would appear between groups of successful and unsuccessful youths when compared on each of the variables. Of the 14 hypotheses tested, only the hypothesis that successful trainees would be judged cooperative by their supervisors more frequently than would unsuccessful trainees revealed a significant difference between successful and unsuccessful groups of trainees. Lack of relevant data regarding the agency, due to the absence of an on-going program, prevented a complete analysis of the agency. However, the employer's reactions of satisfaction with the occupational skills presented by 75 percent of the trainees and a favorable attitude toward the program indicated a successful program devoted to the recovery of youth potential.

FOLLOW-UP OF MDTA E AND D PROJECT CONDUCTED BY TUSKEGEE INSTITUTE. Johnson, Louisa A. Bureau of Social Science Research, Inc., Washington, D. C. EDRS Order Number ED 016 084, price MF $0.50, HC $5.10. 100p. May 1967.

An experimental and demonstration project designed to provide basic education, job training, counseling, and job placement for 180 Negro males was conducted between June 1, 1961, and May 31, 1965 at Tuskegee Institute, a predominantly Negro private college in Alabama. The trainees were between the ages of 16 and 50, rural residents, heads of households, unskilled, unemployed or underemployed, below the eighth grade level in reading ability, and earned under $1,200 annually. Followup data was provided by interviews with 127 trainees, project staff, and community leaders. The conclusions included (1) the outcome of the project, for many trainees, was a high level of occupational competence which was reflected in their high rates of employment, training-related employment, and after-training wage levels; (2) the difficulty in recruiting the hard-core unemployed was partly attributable to the strong dependency relationships between the very poor and their farm landlords; (3) the project staff would have benefited from more time to recruit and hire teachers who knew the problems of deprived adults; (4) the project would have been more effective had trainees been given financial support during the placement phase, and (5) the division of project responsibilities between the director and assistant director was highly effective and could serve as a model for similar projects.

FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A AND M UNIVERSITY. Silverman, Leslie J. Bureau of Social Science Research, Inc., Washington, D. C. EDRS Order Number ED 013 967, price MF $0.50, HC $4.20. 82p. July 1967.

Project Uplift's purpose was to find effective ways of reaching, recruiting, training, and placing disadvantaged rural adults living in a 10-county section of Northern Florida. The followup study has three general objectives -- (1) To show that individuals with especially difficult employment problems were served, that they were trainable and that the project could train them, (2) To show whether the training affected the employment situation of the trainees, and (3) To identify components of the project and community characteristics which affected the training and employment outcomes. Data were obtained through discussions with members of project staff, discussions with civic and business leaders, and personal interviews with all 146 trainees and a sample of 158 of 743 persons who applied for but who did not begin training, specific critical findings include -- (1) The project design was inappropriate for the area needs, (2) Use of consultants in place of full-time staff specialists in training and counseling diminished program effectiveness, (3) Residential facilities independent of the college were feasible, (4) Mass recruitment methods were effective, (5) Job development efforts were insufficient, and (6) The "image" of the employment service is not the principal factor determining Negroes' use of its services.

AN EVALUATION OF THE MANPOWER DEVELOPMENT AND TRAINING PROGRAM IN THE LINCOLN, NEBRASKA PUBLIC SCHOOLS. Grell, Darrell Dean. Nebraska University, Teachers College, Lincoln. University Microfilms, Order Number 67-15,986, price MF $3.00, Xerography $7.20. Ed.D.Thesis. 151p. 1967.

This study evaluated the effectiveness of the Manpower Development and Training Program (MDTP) as conducted by the Vocational and Adult Education Department of the Lincoln, Nebraska Public Schools during its first three years of operation. The sample consisted of 389 MDTP students in the clerical, practical nursing, and dental assistant programs, and 123 employers of MDTP graduates. Findings included the following: (1) Manpower graduates become satisfactory employees; (2) The Lincoln, Nebraska programs have a higher percentage of employed graduates in training-related fields, and a larger percentage of satisfied employers, than reported in national studies; (3) graduates were satisfied with the courses offered and consider their training valuable in preparing for future employment; (4) respondents felt that program length was satisfactory and that the number of absences allowed was fair; (5) Lincoln Manpower students spend over seven hours a week in study outside the classroom; (6) employers named dependability as the outstanding trait of Lincoln Manpower graduates.

AN EVALUATION OF INSTITUTIONAL VOCATIONAL TRAINING RECEIVED BY AMERICAN INDIANS THROUGH THE MUSKOGEE, OKLAHOMA AREA OFFICE OF THE BUREAU OF INDIAN AFFAIRS. Blume, Paul R. Oklahoma State University, Stillwater. University Microfilms, Inc. 361p. May 1968.

The adult vocational training received by Indians under Public Law 959 was evaluated to determine benefits of institutional training programs and to develop manpower policy recommendations. Criteria of the evaluation included employment experience, income, labor force attachment, and benefit cost ratio. Of the approximately 670 Indians who received adult vocational training, information was obtained for 220 from school files and by mailed questionnaires. Some trainee characteristics were: (1) The average trainee was better educated than the average Indian; (2) The employment and income levels were low by most standards; (3) There was a fairly high noncompletion rate among the trainees; and (4) There was some indication that the questionnaire response rate was partially affected by the cultural and historical background of the trainees. Conclusions were: (1) Completion of training results in an average increase in income of $1,929; (2) The average increase in employment was about 3 and one half months of additional employment; and (3) The social benefit cost ratio was found to be 2.39.

A STUDY OF FACTORS ASSOCIATED WITH OUTCOMES OF MDTA AGRICULTURAL EDUCATION PROJECTS IN THE SOMERSET AREA. FINAL REPORT. Gough, Lowell A. and Rowe, Harold R. Kentucky Research Coordinating Unit, Lexington, Kentucky State Department of Education, Frankfort; Somerset Employment Service, Kentucky. EDRS Order Number ED 021 130, price MF $0.25, HC $1.35. 25p. January 1968.

Three Manpower Development and Training Act (MDTA) agricultural education courses were evaluated to determine whether they are a good investment for training farm workers to profitably provide products for a diversified farm market. A survey of 233 enrollees during training, and employment service followup records provided information for pre- and post-training comparison. Approximately 97 percent of former general program trainees, 90% of the farm hand program trainees, but only 5% of the gardener program trainees were employed in the type of job for which they were trained. The annual gross income of the trainees before entering the program averaged $700 and the weighted average of all incomes reported by employed trainees after 3 months, 6 months, and 1 year was approximately $2,500 per year. An indepth analysis of interviews with 19 farmer general trainees indicated that the cost of MDTA farmer general program is realizable within 3 years of the training. Conclusions were that (1) MDTA farmer general and farm hand general courses are a good educational investment, (2) MDTA farmer general and farm hand general courses will provide a direct solution to the rural poverty and an indirect solution to the urban poverty problems, and (3) MDTA farmer general and farm hand general courses will make additions to the economy of Kentucky and supply the demands of a diversified farm market.

EVALUATION OF AN ADULT EDUCATION MANPOWER TRAINING PROGRAM AND OF ITS ECONOMIC GOALS THROUGH THE JUDGMENTS OF ITS TRAINEES. Edmonson, Gloria Graham. The American University, Washington, D.C. University Microfilms, Order No. M-772, price MF $3.00, Xerography $6.80. M.S.Thesis. 143p. 1965.

The purpose of this study was to evaluate the Manpower Training Program of the Armstrong Adult Education Center in Washington, D.C. and to determine what personal characteristics of the students were related to judgments expressed in a questionnaire. The study also identified the strategies of manpower training and translated these into staffing, financial, and curriculum patterns for an educational training program. The study sought to find effects of the training on subsequent job experiences of trainees. Two questionnaires, interviews, and analyses of records and reports were used. The conclusions were that the program was adequate for young potential workers, but older trainees had financial problems. Trainees expressed general approval of the program but provisions for business visits, more counseling, better orientation, and outside speakers should be improved.

AN INSTRUMENT TO EVALUATE MANPOWER DEVELOPMENT TRAINING ACT INSTITUTIONAL TRAINING PROJECTS IN ARIZONA. AN ARIZONA MANPOWER DEVELOPMENT TRAINING PUBLICATION. Squires, Carl E. Arizona State Department of Vocational Education. Phoenix. EDRS Order Number ED 025 638, price MF $0.25, HC $2.05. 39p.

This instrument and procedure was developed expressly for the evaluation of Manpower Development and Training Programs. It was developed within the State Department of Vocational Education to assist federal administrators appraise such programs and to assist operational level decision making. It provides for quantitative reporting, qualitative analysis, and descriptive narrative. Included are seven guidelines for writing the evaluation report. Elements of the instrument cover (1) program development, (2) trainees, (3) instructional staff, (4) curriculum, (5) supervision and administration, (6) facilities, (7) equipment, (8) supplies, (9) methods of instruction, (10) instructor training, (11) guidance and counseling, (12) placement and followup, and (13) evaluation.

FOLLOW-UP STUDY OF MDTA E AND D PROJECT CONDUCTED BY THE MICHIGAN CATHOLIC CONFERENCE, LANSING. Buenaventure, Angeles, Bureau of Social Science Research, Inc. Washington, D. C. EDRS Order Number ED 015 315, price MF $0.50, HC $5.70. 112p. April 1966.

Representatives of Spanish-speaking former migrants (farm workers) and other disadvantaged groups, Negro and white, participated in a program to demonstrate that unskilled persons with little formal education and limited command of the English language could be successfully trained and placed in occupations for which there was local demand and motivate institutional changes in the public employment and welfare agencies in Lansing for improving and expanding services to the hard-core unemployed. Post-training interviews with the 155 trainees, 99 applicants, the project staff, and various knowledgeable community members clearly demonstrated that the target population could be effectively trained and placed through a comprehensive treatment approach which includes basic education, vocational training, cultural orientation, and intensive counseling. Although the successful placement rate of 85% at 3 months and 67% at 2 months after training was aided by favorable labor market conditions in Lansing, this same disadvantaged group was unable to take advantage of equally favorable job opportunities before training. The second goal was not achieved partially because the various agencies were more interested in having the training center continue to carry the burden of aiding the hard-core unemployed than they were in adopting the successful techniques it demonstrated.

THE PREDICTION OF OUTCOME OF MDTA PROGRAMS. In RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION, edited by Cathleen Quirk and Carol Sheehan. pp 17-26. Edgerton, Harold A. 1967.

From 222 questionnaires an attempt was made to evaluate success of MDTA programs, hoping to improve both retention and placement in similar programs. The criteria used was the number of trainees who completed the course, and the extent to which they were placed in jobs for which their training fitted them. Factors of ability, previous history and socio-economic status related to both retention and placement. The use of aptitude tests as aids in assignment and in performance evaluation improved placement. To improve retention, absenteeism should be reduced; number of trainees per instructor kept low; trainees progress carefully measured; course organization and content pre-planned; adequate financial allowances provided for trainees. Other recommendations for reducing the dropout rate and improving placement; promote sensible counseling program; insure that neighbors of the program do not object to its presence; anticipate and prevent disciplinary problems; adjust training to level and energies of trainees.

THE PREDICTION OF OUTCOMES OF MDTA PROGRAMS, A PILOT STUDY. Edgerton, Harold A. and Sylvester, Robert W. Performance Research, Inc., Washington, D.C. EDRS Order Number ED010 011, price MF $0.25, HC $2.00. 38p. February 1966.

An extension of knowledge of the factors related to trainee dropouts in Manpower and Development Training Act (MDTA) programs was attempted. The factors related to success of MDTA programs were computed for organizational and procedural characteristics of the programs and characteristics of the trainees. Both retention and placement show significant correlation with characteristics of the program organization and program management, enough so that efforts to improve the standing of an MDTA program, either as to its retention or its placement, should be fruitful. The real problem is that of making the programs fit the trainees rather than trying to select trainees to fit the training programs. The next step is to study more intensely the effects of program organization, and administrative and instructional practices on both retention and placement.

VALIDITY OF USES APTITUDE TEST BATTERIES FOR PREDICTING MDTA TRAINING SUCCESS. Droege, Robert C. In PERSONNEL AND GUIDANCE JOURNAL; p984-89 June 1968.

As a result of the continuing Federal-State cooperative test research program in the Employment Service, aptitude test batteries for a large number of specific occupations have been developed. These are in daily use by Employment Service counselors of candidates for training programs established under the Manpower Development and Training Act (MDTA) of 1962. A summary of the available evidence on the predictability of success of enrollees of these tests, based on data for 875 MDTA trainees in 12 courses, showed that in 10 of 12 samples the operational tests norms showed significant cross validity.

THE PREDICTION OF TRAINEE SUCCESS IN A MANPOWER DEVELOPMENT AND TRAINING PROGRAM. In EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, v27 n4 p1155-1161, Winter, 1967. Sommerfeld, Donald and Fatzinger, Frank A. 7p. 1967.

Records of 320 adult male MDTA trainees were studied to identify items which would differentiate between success and failure. One group (224 trainees) was used to determine which variables would make the best predictors and what weight should be associated with each predictor. The second group (96) was used to cross-validate the results of the first. Trainees were in skilled, blue collar, manipulative occupations. Successful trainees were those who graduated from the program, and unsuccessful ones were those who dropped out without good cause. Ten test predictors based on test scores obtained in the General Aptitude Test Battery, and eight nontest biographical predictors were identified. When compared with the pass and fail groups, only five predictors including age, general intelligence, and spatial aptitude were significant. A multiple regression equation was used to measure cross validity. It was found that none of the predictor variables found to be statistically significant with the initial group were significant when used with the cross validation group.

MANPOWER DEVELOPMENT TRAINING IN ALABAMA. Langdon, Charles Watson. Alabama University, University. University Microfilms, Order Number 67-13,244, price MF $4.65, Xerography $16.45. Ph.D.Thesis. 364p. 1967.

This study aims at the evaluation of the Manpower and Development Training Act (MDTA) of 1962 (and its two amendments) as a tool for reducing unemployment; the examination of the state of Alabama and Federal government framework for implementation of MDTA; and the survey of the results of retraining the unemployed in Alabama during the first three years of the Act's existence. Some of the more important sources of information were the statistical summaries of the Office of Manpower, Automation and Training (OMAT); United States Department of Labor publications; and interviews with officials of the Alabama State Employment Service. The Act focuses on the stabilization of national employment at or below the 4% level, yet at the 3.7% level 3 million individuals are unemployed; one million did not seek employment, and an estimated over one million were underemployed. During the first forty and one half months that the Act was in effect there were a total of 6,000 enrollees in Alabama, and 275,000 in the nation. This state also shows a smaller percentage of enrollees (73.7% to 76.2%), and "graduates"

(65.1% to 74.0%). Although the act is a success, at least twice as many unemployed need training.

EMPLOYMENT TRENDS IN SELECTED OCCUPATIONS. Stanislaus County Multi-Occupational Adult Training Project, Employment Trends, Report 6. Pearce, Frank C. Modesto Junior College, Modesto, California, Adult Division. EDRS Order Number ED 012 667, price MF $0.25, HC $0.85. 15p. September 1966.

A report of employment trends in several vocational fields, (custodial, nurse aide, waitress, sales, service station attendent), indicates whether or not the New Hope Project trainees have gotten employment, in a training related field or non-related field -- remained on the job, and for how long. Research data were accumulated by asking 3 questions about each vocational class, and through follow-up studies conducted by the local Department of Employment at 3 month, 6 month and 12 month intervals after the trainees complete a class. Five tables indicate the percent employed during each follow-up period in the various vocational fields. The conclusions are considered representative of the specific occupations studied and cannot be generalized to overall employment trends for the New Hope Project. There is no basis for generalizations that the number of persons employed will increase over time or that employment rates will improve from one class to the next.

CONTINUING EMPLOYMENT THROUGH TRAINING. Stanislaus County Multi-Occupational Adult Training Project, Report No. 7. Pearce, Frank C. Modesto Junior College, California, Adult Division. EDRS Order Number 011 357, price MF $0.25, HC $2.00. 38p. October 1966.

This report from Modesto Junior College on its multi-occupational training project at New Hope School evaluates the effectiveness of the program on the basis of subsequent employment of trainees. Data on the current employment status of trainees and dropouts, reasons for being out of the labor force, anticipated employment, employment patterns, and earning power of employed trainees, source of present job, referral patterns, and assessments of the value of training, were obtained with a posttraining report, generally in conjunction with interviews, 3, 6, and 12 months after training. New Hope Project employment rates for any given week ran between 55 and 60 percent. The actual unemployment rate for the project was between 10 and 15 percent. Eight percent of trainees were out of the labor force. Trainees tended to enter training-related jobs, and those who did so overwhelmingly found their training of value. Job placement was done more successfully by the training project than by employment services. The average earning power was listed as $1.82 per hour and compared favorably with the earning power of others in the subculture. Prevocational training or lack thereof appeared to have little bearing on subsequent employment. A comprehensive followup study of trainees, and evaluative studies of training programs, training needs, participant characteristics and reasons for nonparticipation, are recommended.

B. Cost and Cost-Benefit Studies

COST-EFFECTIVENESS ANALYSIS: NEW APPROACHES IN DECISION-MAKING. Goldman, Thomas A., editor. Washington Operations Research Council. Available from Frederick A. Praeger, Publishers, 111 Fourth Avenue, New York, New York 10003. 249p. 1967.

Since refinements in cost effectiveness analysis in the past few years have made it highly acceptable as an aid in decision making at high policy levels, a detailed discussion of some aspects and implications of cost effectiveness analysis are included in this book. The first five chapters give an overview; measure of effectiveness, choice of analytic techniques, use of cost estimates, and estimating systems costs. Chapters six, seven, and eight give examples of military uses for cost effectiveness analysis, while chapters nine, ten and eleven show applications for government domestic programs, the War on Poverty, and metropolitan transportation system. The last two chapters cover structures of incentive contracts and of military industrial funds.

THE PLANNING AND COST-BENEFIT ANALYSIS OF SOCIAL INVESTMENTS. In INTERNATIONAL INSTITUTE FOR LABOUR STUDIES BULLETIN; n2 p4-47, February 1967. Scott, Norman. 44p. 1967.

This article explains cost benefit analysis, newest of the techniques for assessing the efficiency of public expenditures. Whereas social benefits are excluded from ordinary financial analysis of investment, cost benefit analysis traces effects over the entire period of repercussions on the economy and therefore on present and future social welfare, to reconcile private good with social good and private cost with social cost, so important where the state is increasingly assuming economic responsibilities. General techniques and main characteristics of economic planning are discussed, and a macro-economic planning model devised as a 15-year plan for Poland is described. Questions answered are what to include as costs and benefits, how to value them by establishing shadow prices and opportunity costs, which discount rates to use in reducing future values to present values for comparing present costs, and what technical and social constraints the planner meets. Case studies related to mangement, industrial relations, and manpower training present cost benefit analyses of manpower retraining in West Virginia, retraining in Connecticut, and rehousing 500 Indian families in South Dakota. Emphasized are implications for economic planning and development of generalized use of cost benefit techniques to apply to sector and national planning levels.

EDUCATION AND POVERTY. Ribich, Thomas I. Princeton University, N.J. University Microfilms, Order Number 68-2513, price MF $3.45, Xerography $12.15. Ph.D.Thesis. 368p. 1967.

This study focused on the measurement and interpretation of income gains resulting from the improved education of poor persons. Several kinds of education (job retraining, dropout prevention, compensatory education, preschool programs, increased expenditures per pupil) were examined in terms of efficiency (average cost versus average returns) in alleviating poverty. Comparable efficiency measures were devised for each variety and the resulting estimates were contrasted. These estimates were supplemented with an overall evaluation of the benefits from education. Major conclusions were: (1) vocationally oriented training, at least in the form of recent manpower training programs, shows a higher payoff rate than conventional education; (2) benefit-cost ratios do not seem to justify emphasis on early school or preschool years; (3) benefit-cost ratios appear to rise from adding expenditures to school districts that are now spending relatively little; (4) general education probably results in bigger second generation effects, greater psychological returns, and more such intangible benefits than vocational education.

CONTRIBUTIONS AND COSTS OF MANPOWER DEVELOPMENT AND TRAINING. POLICY PAPERS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS, NO. 5. Mangum, Garth L. Michigan University, Ann Arbor, Institute of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C. EDRS Order Number ED 021 949, price MF $0.50, HC $4.85. Document also available from Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104, price $2.00. 95p. December 1967.

As part of a larger project under grant from the Ford Foundation to evaluate federal manpower policies and programs, this evaluation of the training efforts under Title II of the Manpower Development and Training Act (MDTA) made use of data provided by the Departments of Labor and Health, Education and Welfare. By the end of fiscal 1967, 1.2 billion dollars had been obligated for training the unemployed and underemployed under Title II of the Act. As the combined result of original congressional intent and subsequent experience, MDTA induced programs have come to have six potential and identifiable objectives: (1) facilitating employment of the unemployed, (2) reducing poverty, (3) lessening inflationary pressures, (4) meeting labor shortages, (5) upgrading the labor force, and (6) revamping traditional institutions. On the basis of a detailed analysis of both quantifiable and nonquantifiable accomplishments, the extent to which each objective has been achieved is examined and estimates of the overall costs of the program are made before turning to a review of cost-benefit studies for comparison with previous conclusions. The results of the appraisal are clearly favorable.

MANPOWER TRAINING; SOME COST DIMENSIONS. Young, Stanley, Massachusetts University, Amherst, Labor Relations and Research Center. EDRS Order Number ED 027 390, price MF $0.25, HC $2.65. 51p. (n.d.)

Some of the dimensions of the relative financial contribution of the cooperating parties in manpower institutional training as established under the Manpower Development and Training Act of 1962 were explored. This analysis will provide some perspective to those who must finally decide the question of relative financial contributions, or provide them with a certain range of the cost dimensions of the program. Discussed in this document are: (1) some cost dimensions of manpower training; (2) total cost of the manpower development program; (3) space, equipment, program planning and on-the-job institutional training; (4) indirect cost; (5) cost requirement; (6) individual educational return; (7) the training gap; (8) cost requirement; (9) MDTA as a bridge between industry and education; (10) new occupations; (11) public relations and community liaison; (12) MDTA contribution to local training effort; (13) The Keene, New Hampshire project, (14) educational innovations, (15) some problems. It was recommended that an integrated decision-making system in the occupational training area be developed to insure that the total occupational training effort of the Federal Government achieves the worthy goal of training all individuals to their full capacity.

THE EVALUATION OF SELECTED PRESENT AND POTENTIAL POVERTY PROGRAMS. Muth, Richard. Institute for Defense Analyses, Arlington, Virginia, Economic and Political Studies Division. Clearinghouse for Federal Scientific and Technical Information, Order Number AD-682-203, price MF $0.65, HC $3.00. 91p. January 1966.

The study attempts to evaluate the efficiency of two types of alternative programs aimed at increasing the incomes of poor families. It deals with programs involving education and training as well as those which represent direct measures for increasing family income. In order to compare such programs, a common measure of efficiency is needed. The one chosen here is the annual cost to the Federal government of raising income by $100 per year until the worker reaches age 65. A rate of 9% is used to discount future income. In evaluating education and training programs, the criterion applied in judging benefits is not the change in employment but the increase in the workers' future earnings. In the absence of adequate data on the benefits of education and training programs, it was assumed that Head Start or nine months of MDTA or Job Corps training would yield the same average increase in earnings as an additional year of high school education.

EVALUATION OF WORK EXPERIENCE AND TRAINING OF OLDER WORKERS. A REPORT PREPARED FOR THE NATIONAL COUNCIL ON THE AGING. Somers, Gerald G. Wisconsin University, Madison. Industrial Relations Research Institute, University of Wisconsin, Madison 53706. 84p. 1967.

Because their age and other labor market impediments make older persons (50+) questionable investment risks, the author here considers methods in cost-benefit analysis of the Work Experience and Training Program established under Title V of the Economic Opportunity Act. He discusses obstacles to training welfare recipients, points up need for fuller treatment of the relationship of income incentives to training, outlines characteristics of public assistance trainees, and shows that vocational rehabilitation costs more than the imparting of new skills. In appraising current efforts at evaluation, he points out faults in cost analysis such as lack of control groups and absence of adequate data. He lists available data and claims that for construction of a cost-benefit model of older worker participation more and better information is needed on (1) universe which might be served, (2) cost for particular aspects of the program, (3) periods of employment and unemployment and specific income for periods prior to, during, and after participation, and (4) length of time in program.

A BENEFIT COST ANALYSIS OF MANPOWER RETRAINING. In Proceedings of the 17th Annual Meeting, Industrial Relations Research Association, Chicago, December 28-29, 1964, pp172-95. Somers, Gerald G. and Stromsforder, Ernst W. 16p. 1965.

In a study (1962-64) designed to evaluate benefits and costs of manpower training, 1379 West Virginia workers were surveyed -- 501 Area Redevelopment Act or Area Vocational Training Program trainees, 233 program dropouts, 65 who were accepted but did not report, 127 "rejects", and 453 randomly chosen nontrainees (the control group). By the summer of 1962, 60 percent of trainees were employed versus 56 percent of the dropouts and about a third of the others. A year later, employment rates were up for all groups, with 71 percent for trainees and slightly less for other groups. About 12 percent of successful trainees were out of the labor force (summer 1962), with similar percentages among the others. Trainees consistently had higher rates of employment than others of comparable age, educational level, or employment background. Between 70 and 75 percent of trainees have found jobs, almost all in training related occupations, and earnings (especially among men) have substantially increased. Payback periods (time required for differential earning gains to offset total retraining costs) have tended to be short, especially for men, and shorter for individuals than for society. Overall results indicate that the benefit and potential benefits of manpower retraining will greatly outweigh costs regardless of local circumstances.

A BENEFIT COST ANALYSIS OF THE SOUTH CAROLINA MDTA PROGRAM. PRELIMINARY REPORT. South Carolina University, Columbia. Bureau of Business and Economic Research. EDRS Order Number 029 980, price MF $0.50, HC $3.30. Also available from the Bureau of Business and Economic Research, University of South Carolina, Columbia, South Carolina 92908 (without charge). 64p. 1965.

Manpower Development and Training Act (MDTA) programs completed in 1965 were evaluated by benefit-cost ratio and internal rate of return. Initial annual earning differential figures at $525,650 and $719,629 were projected into the future at various rates of promotion and various rates of discount on the benefit stream. Resulting lifetime benefits (for 30 working years) range from $2,556,110 at a zero promotion rate and 20 percent discount rate on the first figure to $15,162,977 at a 3.5 rate of promotion for the $719,629 figure. An alternative for the cost outlay would have to exceed the rate of return if the training were to be considered economically unprofitable. It was concluded that, under the circumstances and assumptions of the study, training conducted under MDTA is worthwhile with benefits greatly exceeding costs and internal rates of return high.

HOW FARE MDTA EX-TRAINEES? AN EIGHTEEN MONTHS FOLLOW-UP STUDY OF FIVE HUNDRED SUCH PERSONS. London, H. H. Missouri University, Columbia, Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C. Clearinghouse for Federal Scientific and Technical Education, Order Number FB 177 626, price MF $0.65, HC $3.00. 219p. December 1967.

This study examined the socioeconomic background characteristics of Manpower Development and Training Act ex-trainees, the socioeconomic changes that occurred after training, the long- and short-range effectiveness of the services received under the MDTA program, and how these may be improved. For approximately 500 persons who completed an MDTA program in St. Louis, Kansas City and Joplin, Missouri, from October 1, 1964, through September 30, 1965, followup interviews were held at 6-, 12-, and 18-month intervals, and employers rated their performance following each of the three interviews. Additional data were collected from the records of relevant state and local public agencies. Some findings were: (1) 21.4 percent of the ex-trainees were receiving some form of welfare for an average of 14.8 months some time during the 18 months preceding training, (2) Pretraining work history was both erratic and irregular, (3) Personal service, semiskilled, skilled, and unskilled, in that order, together with clerical, accounted for the majority of post-training jobs, and (4) Neither the type of job nor the wages received seemed to have any appreciable bearing on attitude toward the job and most liked their work very well or fairly well. Findings led to 10 major conclusions and six recommendations for improvement of MDTA programs.

RETRAINING THE UNEMPLOYED. Somers, Gerald G., editor. Ford Foundation New York, New York, sponsor. Available from University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701, price $10.00. 35p. 1968.

Case histories evaluate the effectiveness of recent and current retraining programs for unemployed workers under Federal, state, municpal, and union-management auspices, judging them by their success in placing workers in useful employment in distressed economic areas. Data on various aspects of retraining programs under a wide variety of circumstances have been assembled, and retrainees are compared with such control groups as rejected applicants, trainees who dropped out before completing their courses, and unemployed workers who did not apply for retraining. Through cost benefit analyses and other evaluations of specific programs in West Virginia, Connecticut, Massachusetts, Michigan, Tennessee, and southern Illinois, and the cities of Chicago, Fort Worth, and Omaha, where such factors as the personal characteristics of trainees, the labor market, institutional placement, and procedural arrangements varied widely, significant conclusions have been drawn as to the economic and other benefits of retraining programs in general.

AN HISTORICAL AND COST ANALYSIS OF MANPOWER AND TRAINING ACT PROGRAMS IN WASHOE COUNTY (RENO) SCHOOL DISTRICTS. Flores, Froilan. Utah University, Salt Lake City. University Microfilms, Order Number 69-1775, price MF $3.00, Xerography $9.25. Ph.D.Thesis. 203p. 1968.

A study was made of retraining programs in 4 labor markets in Connecticut, under both Area Redevelopment Act and state sponsorship. The purpose was to determine the benefits and costs to workers, government, and the economy. The state had pioneered in such programs so a sample could be studied of those who had long work histories after retraining. The trainees were divided into 6 groups -- those who completed the course with and without employment, those who withdrew, with and without employment, and those who refused retraining, with and without employment. Three control groups were trainees who, without employment, completed the course, withdrew, or refused it. The benefit cost ratio for the individuals (such as reduced annual unemployment and increased annual wage vs income lost during training and higher income tax afterwards) was not as high as the benefit to the government (such as reduced costs of unemployment and public assistance), and to the economy (the increase in gross national product and reduced aggregate unemployment level.) It was felt that the beneficial effects of the retraining programs might be lowered by the addition of the Manpower Development and Training Act provision for training the hard cord unemployed.

TIME TRENDS IN THE BENEFITS FROM RETRAINING IN CONNECTICUT. REPRINT SERIES, NO. 103. Borus, Michael E. Michigan State University, East Lansing, School of Labor and Industrial Relations. Available from School of Labor and Industrial Relations, Michigan State University, East Lansing, Michigan 48823. 15p. Winter 1967.

Information on 288 participants who had been retrained between November 1962 and April 1963, was collected by personal interviews and mailed questionnaires, and by earnings histories provided by the Social Security Administration, to discover the actual trends in average retraining benefits and to determine if this trend differed on characteristics of trainees. A basic regression was used to explain earnings in each of the years from 1962-1966, considering such variables as sex, marital status, job status of nontrainees, age, education, number of dependents, extrapolated 1960 earnings, length of training course, and training status. It was found that benefits from retraining continued to accrue for each of the five years following the course, with an average gain in earnings of $5,834. The average gain from retraining for the five year period was only influenced by age, with greatest increases in earnings among trainees between 30 and 35. This influence of age did not become significant until the third year following the courses, illustrating the limitations of benefit-cost analyses which focus on short term gains.

COST-EFFECTIVENESS ANALYSIS FOR THE "WAR ON POVERTY." Besen, Stanley M. and others. Chapter 10 in COST-EFFECTIVENESS ANALYSIS, edited by Thomas A. Goldman. Available from Frederick A. Praeger, Publishers, New York, New York 10003. 15p. 1967.

Two anti-poverty programs--investment in education and in highways and other public facilities--should increase earnings and employment through an increase in production possibilities and a fuller utilization of existing resources. In evaluating training programs, there is considerable evidence that training expenditures have a return at least equal to that on other forms of capital investment; the return has both private and social components, and there are direct and opportunity costs to consider. In a Massachusetts retraining program from 1958-61 the "net benefits accruing to society" were evaluated as about $3300 per worker; a similar study in West Virginia showed net returns of about $4000 per worker. The Job Corps and the Neighborhood Youth Corps cannot be judged properly by studying returns to other training programs, since these two programs differ significantly from others. New highways have benefits in real output and employment, new industry, and an increase in land values. There are many questions relating to cost analysis in highway construction which cannot be answered adequately at present. Until programs can be evaluated effectively, large scale financial commitments should not be made; programs should be adequately diversified and steps for evaluation should be set up.

A CRITIQUE OF COST-BENEFIT ANALYSES OF TRAINING. In MONTHLY LABOR REVIEW; v90 n9 p45-51. Sewell, David. O. 7p. September 1967.

This edited version of a critique of cost-benefit analysis illumines the difficulties encountered in measuring the returns from on-the-job training accruing to the individual, society, and government. Its hypothesis, that findings from studies on the Manpower Development and Training Act projects do not transfer to the War on Poverty, supports a request for funding a cost-benefit analysis on training the poor under the Manpower Improvement Through Community Effort project in North Carolina. It criticizes generalizations that have been based upon three published analyses of training schemes conducted under the MDTA Act of 1962, the Area Redevelopment Act of 1961, and earlier State equivalents. It pointed up such difficulties as (1) treating populations of the poor and unemployed as the same, (2) considering that improvement in income or employment are not the only benefits, and (3) trying to calculate the value of complementary demands for labor created by using the newly trained.

EARNINGS MOBILITY OF MDTA TRAINEES. Manpower Evaluation Report, No. 7. United States Department of Labor, Manpower Administration, Washington, D.C. 20210. 21p. April 1967.

This study shows the effectiveness of Manpower Development and Training Act (MDTA) training in upgrading skills and enlarging the earning capacities of trainees. For over 12,000 persons who completed MDTA institutional courses during the first half of 1965, the training resulted in a general upward shift in the overall hourly earnings level, although with differing impact upon various component groups. Median hourly earnings rose from $1.25 through $1.49 for thos reporting pretraining earnings to $1.50 through $1.74 for those reporting posttraining earnings. An increase in earnings was reported for 4,489 (54 percent) of the 8,327 training completers, although increases in earnings varied. The data were based upon individual trainee reports. The manufacturing industry appears to provide the most substantial proportion of job opportunities which results in elevated earnings. Services and trades industries are absorbing increasingly larger numbers of training completers.

RETRAINING, AN EVALUATION OF GAINS AND COSTS. Somers, Gerald G. In EMPLOYMENT POLICY AND THE LABOR MARKET. Ross, Arthur M., editor. University of California Press, Berkeley, Chapter 9, pp271-298. 28p. 1965.

The author discusses ways of evaluating federally supported manpower retraining from the point of view of the labor economist. Special emphasis is on the criteria of gains in worker productivity, employment, earnings, and gains to society in reduced amounts of welfare payments and cost benefits of governmental programs. The difficulties of obtaining appropriate measurements for evaluation are discussed, and some relevant evaluations which have been obtained are presented. Tables compare program graduates, dropouts, and nontrainees in terms of employment rates, monthly earnings, income taxes, and welfare payments. Programs examined are those under the Area Redevelopment Act (1961), the Trade Expansion Act (1961), and concluded that the economic gains of the trainees, and perhaps of society, derived from retraining seem to outweigh economic costs.

NOTE ON AVAILABILITY

Many documents listed in this booklet are available in one or more reproduction forms -- microfilm, hard copy, microfiche. Hard copy is a paper photo copy or facsimile of the orginal document. It has a paper cover and is not hard bound. The print size is 70% of the original. Microfiche is a reproduction on a 4x6 inch sheet of film with up to 70 images, each representing a page of the original document. The titles are eye-readable, but a standard microfiche reader is required to enlarge the images for reading purposes.

Please follow these instructions precisely when ordering.

Orders from EDRS

Only those documents identified with an "ED" number may be ordered from EDRS. The following information should be furnished:

The "ED" number (title need not be given);
The type of reproduction desired -- microfiche or hard copy;
The number of copies being ordered.

Payment must accompany orders totaling less than $5.00. Add a handling charge of 50 cents to all orders. Include applicable local state sales tax or submit tax exemption certificate.

Send to: ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Orders from CFSTI

Only those documents identified with an "AD" or "PB" number may be ordered from the Clearinghouse for Federal Scientific and Technical Information. The following information should be furnished:

The "AD" or "PB" number (title need not be given);
The type of reproduction desired -- microfiche or hard copy;
The number of copies being ordered.

Payment must accompany all orders. Check or money order made payable to the Clearinghouse is acceptable, but use of prepaid coupons available from the Clearinghouse are recommended for best service.

Send to: Clearinghouse for Federal Scientific and
Technical Information
Springfield, Virginia 22151

Orders from GPO

Documents available from the Government Printing Office may be ordered from the Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 20402. Order by title and number.

Orders from University Microfilms

Dissertations are available in 35mm positive microfilm and bound Xerographic copies from University Microfilms. The following information should be furnished:

Order number;
Author's last name and initials;
The type of reproduction desired -- microfilm or xerographic copy.

Send to: University Microfilms
P.O.Box 1346
Ann Arbor, Michigan 48106

All other documents must be obtained from the indicated original source.

ERIC CLEARINGHOUSE ON ADULT EDUCATION

PUBLICATIONS

	EDRS Order Number	Microfiche Price	Hard Copy Price
BASIC INFORMATION SOURCES			
Adult Education Research, BIS-2	ED 018 704	$0.25	$0.30
Evening College Education, 1967, BIS-1	ED 014 023	0.25	1.55
CURRENT INFORMATION SOURCES			
Adult Basic Education, CIS-3	ED 014 024	0.25	1.25
Adult Basic Education, CIS-18	ED 018 745	0.25	2.30
Adult Basic Education, CIS-27	ED 035 777	0.50	4.55
Adult Education in Africa, CIS-12	ED 019 565	0.25	1.05
Adult Education in Asia, Australia and New Zealand, CIS-13	ED 018 705	0.25	1.80
Adult Learning Characteristics, CIS-21	ED 024 014	0.25	2.55
Community Education for Adults, CIS-2	ED 014 025	0.25	1.15
Community Education for Adults, CIS-16	ED 016 175	0.25	1.50
Continuing Education for Women, CIS-22	ED 028 340	0.50	4.10
Continuing Education in the Professions, CIS-4	ED 014 026	0.25	0.70
Continuing Education in the Professions, CIS-24	ED 033 250	0.50	5.10
Cooperative Extension, CIS-20	ED 024 002	0.50	3.30
Counseling and Personnel Services in Adult Education, CIS-23			
Education for Aging, CIS-14	ED 019 564	0.25	1.10
Higher Adult Education, CIS-1	ED 014 031	0.25	1.40
Higher Adult Education, CIS-11	ED 016 928	0.25	1.50
Human Relations-Training and Research, CIS-10	ED 016 159	0.25	1.20
Management Development, CIS-5	ED 013 430	0.25	0.95
Management Development, CIS-17	ED 016 927	0.25	1.25
Management and Supervisory Development, CIS-26	ED 033 251	0.50	3.95
Methods and Techniques in Adult Training, CIS-7	ED 013 429	0.25	1.15
Occupational Training for Disadvantaged Adults, CIS-29			
Programed Instruction in Adult Education, CIS-15	ED 015 432	0.25	1.35
Programed Instruction in Business and Industry, CIS-28	ED 035 789	0.25	2.45
Public School Adult Education, CIS-9	ED 016 154	0.25	0.90
Public School Adult Education, CIS-19	ED 023 992	0.25	1.45
Residential Adult Education, CIS-25	ED 032 449	0.25	2.45
Television and Radio in Adult Education, CIS-6	ED 014 032	0.25	1.15
Training of Adult Education Personnel, CIS-8	ED 014 670	0.25	1.55
LITERATURE REVIEWS			
Adult Education and the Disadvantaged Adult, by Darrel Anderson and John A. Niemi	ED 029 160	0.50	5.65
Adult Education in Germany: Bibliography by Armin L. Schadt	ED 029 167	0.25	2.55

PUBLICATIONS

LITERATURE REVIEWS (continued)

	EDRS Order Number	Microfiche Price	Hard Copy Price
Cross Cultural Interaction Skills: A Digest of Recent Training Literature, by Roger DeCrow	ED 029 159	$0.50	$4.00
The Mass Media in Adult Education: A Review of Recent Literature, by John Ohliger	ED 024 907	0.75	6.60

OTHER

	EDRS Order Number	Microfiche Price	Hard Copy Price
Abstracts of Papers Presented to the National Seminar on Adult Education Research, 1968	ED 024 001	0.25	1.60
Abstracts of Papers Presented to the National Seminar on Adult Education Research, 1969	ED 030 003	0.25	2.40
Adult Education Information Services; Establishment of a Prototype System for a National Adult Education Library. Three Parts. (Library of Continuing Education of Syracuse University).	ED 020 489	1.75	20.95
Adult Education Periodical Holdings	ED 014 022	0.25	1.05
A Model Information System for the Adult Education Profession, by Roger DeCrow	ED 015 412	0.25	1.25
Research and Investigations in Adult Education (Summer, 1967 Issue of Adult Education).	ED 012 877	0.50	3.40
Research and Investigation in Adult Education; 1968 Annual Register. (This document is also available from the Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036 for $2.00).	ED 023 993	0.50	4.60
Research and Investigation in Adult Education; 1969 Annual Register. (This document is also available from the Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C., 20036 for $4.50).	ED 030 774	0.75	7.60
Self Concept in Adult Participation; Conference Report and Bibliography.	ED 006 332	0.50	3.60